CHARACTER GUIDANCE AND OCCUPATIONS FOR CHILDREN

EVA B. McCALLUM

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Character Guidance and Occupations for Children

For Study Classes of Parents and Teachers of Children Under Nine Years of Age

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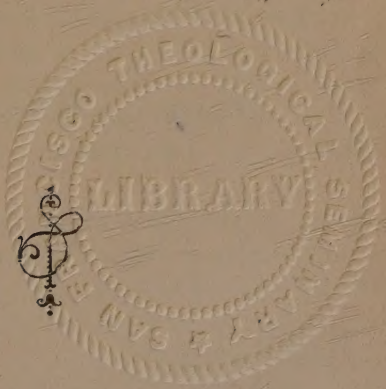

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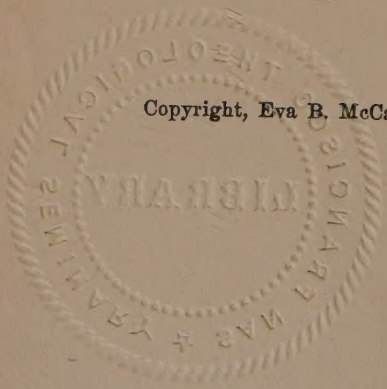

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All personal ideas have been checked by the research of others and appreciation is expressed for all material that has been prepared to aid in the better understanding of the needs of childhood.

EVA B. MCCALLUM.

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Understanding and guiding a child's development is an art. Only persons who have studied painting or music can fully appreciate when the best in these arts is portrayed; and only those who have given special thought and study to the fine distinctions and effects required in guiding childhood can fully appreciate their significance.

INTRODUCTION

Suggestions for Study Classes

The importance of home influences is recognized by all, but in this era of extensive education in all the arts and other professions the most vital one of parenthood is neglected.

The majority of parents are conscientiously trying to do the best they know for their children, and they need something more than encouragement for their task. The church has a great opportunity to help by providing for systematic preparation and study. Even parents not attending regular classes are helped by indirect influence and the raising of the standard of Christian parenthood in public thinking. The church can materially strengthen its other programs by reaching this vital point in religious education.

The following chapters suggest materials and methods for use in child guidance. A way can be found in every church to present material of this kind to parents, or to groups of mothers as the greater responsibility falls to them; however, the home cannot be a complete success without the fathers studying for their task also.

If the church is small and no additional classroom can be provided, a short course of at least five lessons can be presented once during the year to the young matrons' class. All in the class may not be mothers but childhood and its needs have universal

appeal. Many who are not parents are vitally interested in child welfare and there are few interested in the church and its future who are not concerned about the religious education of children. If no other way is possible, only part of the time of a class may be given for a few Sundays. If the class has its services in a separate room, some of the time often used in business and social arrangements could profitably be given to this vital need of parents. The regular Sunday school lessons may be used as devotionals if that is preferred to the Bible material given in this text. Even brief time given may be the means of starting many to study further and some one may be encouraged to prepare to lead this work in a more definite way.

The teacher training room in some instances has been used for work of this kind for one quarter. Those preparing to teach can profitably join this study group, as every teacher should know the problems and needs of the home.

Several churches have found it possible to use one of the children's classrooms for a five- or ten-week course just after promotion and before new children are enrolled. The help given to parents is worth more to the child in the end than anything the church can do for the children.

If the church is large, there should be a class continuously where young mothers may go for a course before going to a regular class. There should be a library in connection with it so that parents may return for reading material and consultations with the leader.

In communities where there are week-day schools of religious education classes may be held for the parents at the same time, or a class for parents may be part of the Women's Council program and the children cared for in a constructive play group.

Young parents are the most anxious for help because their task is new and they have the entire responsibility of the child before school age. Also there is more material to give young parents and the help that is given will be of more value because the child has the benefit sooner and the parent is saved the discouragement and additional effort of trying to undo past mistakes.

Since parents have so many demands on their time, the church should make it as easy as possible for them to get needed help and not expect them to go to additional meetings especially at night when the children need their care.

The aim of the church to help its members solve their daily problems with religious ideals is accomplished by providing parents with a parent training program. Inspiration and incentive to more Christ-like living are also given them through the establishment of happier family relationships and through the understanding of the effect of home influences upon their children.

The following chapters are not exhaustive; they only present in a practical way some of the things that parents need to consider. In the writer's experience as a parent and as a helper of other parents, it has seemed more helpful to get, as quickly as possible, a working knowledge of the most important

needs of our children, rather than to spend detail study on one problem, especially when the study is not started in time for the more thorough method to be used.

Provision should be made for consultation on each parent's particular problems or reading on the subjects provided for each.

Each member of a class should have access to the text if a chapter is covered at one session.

Suggestions for further study, after this introductory course is completed, are given on page 195.

CHAPTER I

THE NEEDS OF CHILDHOOD

THEME FOR DEVOTIONAL.—The need of preparation for child training.

Teach us what we shall do unto the child that shall be born.—Judges 13:8.

Even so it is not the will of your Father who is in heaven, that one of these little ones should perish. —Matthew 18:14.

The training of children is a God-given task. From Bible times there has been an attempt to learn how best to give the training needed, nevertheless, even at the present time there is not sufficient attention given to preparing parents to know the needs of their children. Any parent studying in a systematic way either alone or in a class, can help create a demand for the attention that should be given to this subject, and any study and attempt to meet the needs of the child will make a contribution toward the carrying out of the will of the Father that not one of these little ones should perish.

THE VARIOUS NEEDS OF THE CHILD ARE RELATED—

For convenience of analysis and study the various needs of humanity are classified as physical, mental, moral, social, emotional, aesthetic and religious. In

reality life cannot be divided into segments, for every experience presents influences that affect a number, and sometimes all, of these classifications. We cannot, for instance, plan that during one period we will meet the child's emotional needs and at another time consider only his mental needs. One phase may at times be emphasized but if recognition is not also given to other needs, the help will often be more injurious than beneficial; as when a child is confined in study without consideration for his need of physical activity.

PHYSICAL NEEDS ARE CONSIDERED FIRST—

When these needs are considered separately, first attention is given to the physical as this is the more obvious need.

The child's greatest need for the first few months is for bodily comfort. This need continues throughout life and must be considered in all contacts with the growing child. All adults who are responsible for a child's development during any period of his life should be intelligently informed as to the child's physical needs. An abundance of material and numerous agencies furnishing help and information make it possible for this need to be met efficiently. Individuals or groups studying together, who have not already made a systematic study of health hygiene, should do so under the direction of a trained nurse or doctor, if possible. Even though a parent has the advice and supervision of a child specialist, study will be needed to carry out his instructions intelligently.

A study of the government pamphlets, *Prenatal Care, Infant Care,* and *Child Care* will be found very helpful for study, even without a trained leader.[1]

There are other needs so interwoven with the physical that will, if neglected, hinder the health of the child as well as leave him deficient in other lines. An organization promoting health hygiene found that the health of the child could not be fully protected until the parents understood habit formation.

Any study of the child's needs certainly should not stop with health problems. Children must have the chance to be more than healthy animals. The trial-and-error method is just as inadequate in other phases as in the physical. Although there is not tested scientific procedure available for every specific need, we must not fail to make use of what is available, any more than we would refuse to accept all findings of medical research because there are still some disagreements and changes in that field.

THE MENTAL NEEDS OF CHILDHOOD—

There has been in recent years extensive research concerning the mental needs of the school-age child and procedure to meet them. However, the public school program cannot proceed much beyond what public sentiment demands, and the knowledge of the findings of this research is not general enough that it may be put fully into use. In general thinking emphasis is still wrongly placed upon acquired knowledge that is not related to the child's experi-

[1]Free upon request to the Children's Bureau, Washington, D. C.

ence, interest, or needs, and upon preparing the child for future living rather than helping him to live efficiently now.

Scientific or tested research for the pre-school age is now being made in many nursery schools and pre-school departments of universities. In these experiments emphasis is not placed upon one need above that of another. Mental development is provided for in natural childlike activities, and habit formation, muscular control, and aesthetic appreciation are all considered as the need or opportunity arises.

In the home the child's mental needs require material that will aid in sense development, give experience in manipulation and muscle control, encourage independent and logical thinking, and develop such efficiency traits as perseverance, initiative, concentration, and observation.

The little child does not need information except where it answers a problem that arises in his mind because of an experience or adds to his ability to act or to appreciate in a present situation. Because a child may be led to repeat information, thus displaying a superficial learning and so apparently reflect credit upon his parents or teacher, there is sometimes a temptation to neglect opportunities for real development for this more spectacular showing. Unrelated information may confuse the child to such an extent as to cause illogical thinking, overstimulate him and cause lack of emotional control.

There have been some harmful effects from the recent stress on the importance of the early years

of childhood. Those who do not fully understand where the importance lies are forcing the child's development according to adult needs. This forced, unnatural development is more harmful to the child than if he were left mostly to his own resources, as he could then probably find some occupation better suited to his needs. "Training is harmful when it precedes the development of the power to be trained."[2]

THE SOCIAL-MORAL NEEDS OF CHILDHOOD—

Various study groups reporting observations of child development at different ages, very readily found what could be expected of the average child in physical attainments; but the reports on social-moral and emotional development invariably suggested that the child was retarded because of certain conditions in his environment. This would suggest that the average child is not given an equal chance in all phases of development.

In times past parents completely owned their children even to the extent of taking their lives, but in the present time the child is recognized as an individual with rights that must be considered by his legal guardians. As yet recognition by law of physical rights is all that is given until the child reaches school age when systematic mental development must be provided. This still leaves the parent his own choice in meeting the child's emotional, social-moral, and religious rights, except in extreme cases where the parent himself is morally deficient.

[2]*Beginning of Art in the Public Schools*—by Mathias.

However, wholesome development along these lines will contribute the most toward real happiness for the individual. Of the three wishes—health, wealth, and happiness—the latter is the greatest gift to give our children. High ideals and joy in service are inner feelings that bring contentment and satisfaction and no outside influences can permanently affect them.

Although the child has no way of knowing for several years what acts are right and what are wrong except as he finds them approved or disapproved, yet all his standards and social relationships begin in babyhood. Seemingly trivial things, such as allowing the baby to get what he wants by crying, blaming the chair for his fall, destroying his toys in anger, and disregarding all feelings of others, are the beginnings of ideals and patterns of conduct for life. An understanding of this by all adults who come in contact with the little child is important.

THE EMOTIONAL NEEDS OF CHILDHOOD—

Greater consideration has been given in recent years to the child's emotional needs. The normal development of emotions such as love and sympathy, and the modification and control of other emotions such as fear and anger, are very important. Protection from emotional strain and excitement is necessary, and there is also need to guard against unwholesome expression of emotional feeling in any relationship with the child. "The over solicitous parent stuffs and overfeeds the emotional life of the

child, whereas the stern, forbidding type of parent starves the emotional life of the child."[3]

Normal family relationships where the child perceives that all love and need one another and where he gradually realizes a definite purpose and responsibility in life, are needed for sound emotional development.

THE AESTHETIC NEEDS OF CHILDHOOD—

Happiness and a sense of well-being so essential to the child's best development are encouraged by beauty in his surroundings. This may be accomplished more successfully with limited means when the child's interests and needs are especially considered, than when there is a vast amount of artistic stimuli suited only to an adult's plane of development. "From the enjoyment of the crude and elemental, the child must be raised to enjoyment of the artistic and complex. Here, as elsewhere, the beginning must be made on the level where original equipment places the child not at some level far beyond; for the result of the latter method is to kill true aesthetic enjoyment."[4]

The child needs not only encouragement in the appreciation of beauty but he needs also opportunity for active participation in creating beauty. In fact, he will not be able fully to appreciate beauty in any form until he experiences it not only through his senses but through having some part in producing it. The child's participation in creative art also provides a needed emotional outlet.

[3] *Concerning Parents,* by Thom.
[4] *Psychology of Childhood,* by Norsworthy and Whitley.

THE RELIGIOUS NEEDS OF CHILDHOOD—

All the child's needs differ from an adult's. The child is not a small adult whose needs are only smaller amounts of the same thing. This must be remembered especially in attempting to understand the child's religious needs, as it seems to be more generally misunderstood in this connection. "In religion as in all else we need to keep closely in touch with the child's world of thought."[5]

The religious need is not tacked on after all other needs are met, but it must be met step by step in connection with other needs in every experience. The child's need is not to have religious instruction, but to live in an environment where everything is given religious interpretation. This will be discussed more fully in chapter viii.

It is often said that the modern home is providing no religious training. There may not be as much formal observance or as much formal religious instruction as in the past, but many homes are providing helpful religious experiences and opportunity for real expression in worship. However, it is impossible for the home to have no influence in this phase of development. Experiences will be either religious or irreligious in content—all influences have an effect one way or the other.

"If I could give only one piece of advice to anxious parents all over the country, I would urge, 'It makes no difference what your faith may be . . . . . Instill in your children in their infancy the moral principles of that religion. Encourage obedience to

[5] *The Dawn of Religion in the Mind of the Child*, by Mumford.

them during childhood. And send your boy or girl out into the world equipped with a definite set of religious standards.' Such a boy or girl almost never finds his or her way into the criminal courts."[6]

Religious education is much broader than it is usually considered. Rather than consisting merely of facts that may be learned and recited on Sunday it is the controlling factor in all living.

"Religious education, then, means much more than instruction in the literature, history, and philosophy of religion. It means the kind of directed development which regards the one who is developing as a religious person, which seeks to develop that one to fulness of religious powers and personality, and which uses, as means to that end, material of religious inspiration and significance and, indeed, regards all material in that light. . . . There is never a moment when religious education is not in operation."[7]

All education is religious when it recognizes God as the source of life, and his power in all growth, and works with God for the highest spiritual development of the individual. That education which is recognized as stressing these values, is religious education and is needed in order that all education will be influenced toward these ideals, and in order that these values are developed to the fullest extent.

Education cannot be complete without the religious motive controlling all attitudes and conduct, and the highest type of character development is

[6]Judge McIntyre in *Good Housekeeping*, August, 1926.
[7]*Religious Education in the Family*, by Cope.

impossible without it. We take it for granted that no one reading this material is attempting to guide character development without also building a firm faith and trust in God.

Suggestions for Conducting Discussions

All discussions should be kept impersonal. In giving examples it will be better to report a certain child at a certain age, and not designate the particular child or adults in the situation. Mistakes may then be more freely analyzed and the topic under discussion more closely followed, since pride in our children tempts us to tell their clever sayings and actions even when they are not related to the subject in hand. It is also more helpful to look at all childhood rather than to concentrate too closely upon our own children. Parents are more sensitive to their mistakes with their children than they are to mistakes in cooking, sewing, or business deals. And because the subject is so vital, stronger feelings and emotions are connected with them; so, contributions in discussion are apt to be presented in an emphatic, arbitrary manner.

All of these conditions need to be frankly recognized by each member of a study group so that a greater attempt will be made by each one to keep an impersonal attitude and an open mind in order that discussions may be the most helpful to all.

Many questions cannot be settled conclusively, but there will be tested psychological laws that should be pointed out and examples of their application given. In such instances where there is not a recog-

nized agreement among authorities, it will be necessary for the leader to summarize and clarify the situation. Notes on a blackboard presenting both the values and the dangers, one column for and one against the subject under discussion, will help each member to draw her own conclusion.

Outline suggesting some of the things in moral, social, and emotional growth that the child needs to *have the chance* to be developing if his later development is not to be retarded.

SIX MONTHS—

Regular habits of eating and sleeping.

Some patience shown, at least signs of extreme impatience calmly soothed rather than encouraged.

A sense of security in parents' love and care.

Some control of elimination.

Contentment shown in pleasure in some play and in watching objects; also in not crying merely to gain attention.

Go to sleep alone without light.

Smile in response to others.

ONE YEAR—

Eat food served to him, under normal conditions, without fussing.

Understand the meaning of no, and respond to it.

Show affection and some consideration of others; such as, refraining from slapping or pulling hair.

Those of six months increased.

TWO YEARS—

Show some consideration for toys and pets.

Put toys away with help.

Listen to brief explanations and control conduct accordingly.

Respond to cheerful music.

THREE YEARS—

Show parental feeling in care of doll.

Retell experiences with some accuracy.

Distinguish between his own property and that of others.

Show appreciation of flowers, music, pictures, and a few stories.

Can talk and play quietly, not from repression but from lack of nervous excitement or boisterousness.

Share playthings when there are several of the same kind.

Obey because of habit and some understanding of what is best for him, rather than from fear of being punished.

Beginning of love and trust for God as a superior parent.

Enjoy constructive rather than destructive play.

Control elimination at night when no physical defect is present.

FOUR YEARS—

Desire to be with other children increased.

More self-assertive.

Can distinguish between fact and fancy.

Wait for turn in small group.

Although still thinking of himself first, is more ready to think of others.

Can remain quiet for a short time to meet a definite need.

Has ability to sympathize to some extent.

Willing to share attention of adults with other children.

FIVE YEARS—

Co-operate in simple games of very few rules.

Satisfied to play alone part of the time.

Laugh heartily but not from nervous excitement or to rejoice at misfortune of others.

Show initiative without aggressiveness in play.

Unconscious of self in activities.

Necessary degree of caution without fear.

Anger at injustice rather than in demand for own wants.

SIX, SEVEN, AND EIGHT YEARS—

Ability to subordinate himself to a group to some extent, as in games with few rules that give each turn at leading part.

Growing ability to play fair and accept blame for own mistakes.

Play with group without showing special favoritism.

Show more self-control and self-discipline.

More dependable in both speech and action.

Newly developing desires may cause child to seem less considerate, but there should be a desire to be

helpful and an attempt made to meet adult standards that can be understood.

At ease with strangers.

Assignment and Discussion

What is the general understanding of the religious needs of childhood? See sections 2 and 5 of chapter v in *Religious Education in the Family,* by Cope.

Ask several parents if they are giving any special consideration to the religious needs of their children. Report these answers in class and note the per cent that are similar to, "Yes, I send them to Sunday school every Sunday."

Suggest some ways of helping parents to understand the broad scope of religious training and the need for the home to assume the main responsibility for it. Read the Introduction to *Parent Training in the Church School,* by Norton.

Every parent who wishes better to understand the needs of his children should develop the habit of observing all children and analyzing their actions and comments and also of observing adults in their relationship to children.

Think of children whom you know intimately at the ages indicated in the above outline. Are they beginning the development of some of the habits that are needed? If they are not, try to discover the lack in their environment that will account for it. Why does the average child not have these beginnings? Suggest additional things in the child's growth that should be provided for.

Make outlines showing the growth needed in physical and mental development. The government pamphlets,[8] *Infant Care* and *Child Care,* give some physical needs, and in *The Health of the Run-about Child,* by Lucas, will also be found some of the mental needs.

How are all of the child's needs related, for instance, the physical and emotional needs?

[8]Children's Bureau, Washington, D. C.

CHAPTER II

MEETING THE NEEDS OF CHILDHOOD

THEME FOR DEVOTIONAL.—The need of the adult being the right example for the child, and also the need of providing for the specific needs of childhood that are different from an adult's.

But I buffet my body, and bring it into bondage; lest by any means, after that I have preached to others, I myself should be rejected.—1 Corinthians 9:27.

As is the mother, so is her daughter.—Ezekiel 16:44.

And it came to pass, when Samuel was old, that he made his sons judges over Israel. And his sons walked not in his ways, but turned aside after lucre, and took bribes, and perverted justice. . . . Then all the elders of Israel gathered themselves together, and came to Samuel unto Ramah; and they said unto him, Behold, thou art old and thy sons walk not in thy ways: now make us a king to judge us like all the nations.—1 Samuel 8:1, 3-5.

Samuel, who gives one of the highest examples of all Old Testament characters, failed as a parent, presumably because he did not give to his children that additional understanding and guidance which is needed in addition to the right example.

A hymn to use.

Up to Me Sweet Childhood Looketh

Tune: Autumn

"Up to me sweet childhood looketh,
Heart and mind and soul awake;
Teach me of Thy ways, O Father,
Teach me for sweet childhood's sake.
In their young hearts, soft and tender,
Guide my hand good seed to sow,
That its blossoming may praise Thee,
Praise Thee wheresoe'er they go.

"Give to me a cheerful spirit
That my little flock may see
It is good and pleasant service,
Pleasant to be taught of Thee.
Father, order all my footsteps;
So direct my daily way,
That in following me, Thy children
May not ever go astray.

"Let Thy holy counsel lead me,
Let Thy light before me shine,
That they may not stumble over
Any word or deed of mine.
Draw us hand in hand to Jesus,
For His word's sake, unforgot—
'Let the little ones come to me,
And do thou forbid them not.'"

—*Craig.*

DEFINITE STUDY NEEDED—

This chapter is largely a discussion and explanation of topics found in the "Self-Analysis Blank for Parents" which occurs on pages 36 and 37. This

blank has been used in teaching as an outline to present some of the ways we should meet our children's needs. Refer to it frequently as you read the chapter.

Few persons question the need of parents training themselves for their task, as not many would be so egotistical as to feel that such a success was made of their own lives that they need not try to make any improvement upon what their own parents were able to do. At any rate, since conditions have changed, the same procedure could not have the same results. Greater social and economic problems demand better preparation in meeting them.

However, the question of giving time for study is a very important one to busy parents. No one is able to do in a twenty-four hour day all the things one would like to do. In this age of numerous activities, every one must choose the ones that seem the most important or the ones that are personally preferred.

Training for the task of guiding children is not so much, then, a question of time as of realizing what things are important and what are not. One mother thought she did not have time to study to know her children's inner needs but she took time to elaborately embroider their dresses.

It should also be considered that time given to learn to do a thing in an efficient way saves time in the end. The well-managed child is happy and contented and is therefore less trouble. It is often true that the parent who does not take time to meet the child's needs is compelled to give a greater amount

of time in later years in various emergencies that arise because of this neglect.

Most parents desire to do what is best for their children and their negligence is not because of indifference, but because of the lack of knowledge of definite procedure or of the understanding of its importance. Parents cannot afford to refuse to see the beginning of serious problems, nor should they concentrate on their children to such an extent that the children will discern worry and concern or get an undue sense of their own importance. There is need to learn control in facing all problems and dangers concerning our children. Just as we find what vaccinations against contagious diseases are needed, we should find the preventive measures available for other dangers, and then rely on these without harmful agitation and worry.

INTELLIGENT THINKING NEEDED—

No one will find all his problems exactly met through any amount of study, but underlying principles will be understood and then the application can be made to fit the situation. Students of child nature must learn to think for themselves and to make their own applications. One who develops the habit of accepting everything without analysis, will be in danger of misunderstanding and misapplication of the principle involved. But when the reason is not clearly understood, we should accept tested procedure in preference to personal opinions, for no one has the right to keep the best from a child even though that child is one's own. Through acceptance and use will come clearer understanding.

AGREEMENT AMONG AUTHORITIES—

One student said to another, "I do not understand how you can have the same ideas as I when you did not study under the same instructors that I did." She failed to realize that truth is the same by whatever route it is found. In child study all would in time come to the same conclusions if they only observed developing childhood and did not study the research of others. It would, however, be a very slow procedure, as there would not be sufficient observations, and these might not be interpreted correctly until all possibilities had been perceived.

TWO TYPES OF STUDY NEEDED—

Study that gives direct help to the child and also study that helps the child indirectly through broadening influences and improved attitudes in the lives of parents themselves, are needed. The child's need is the strongest incentive to attainment that the parent can have, for neither material nor social success can satisfy us as does the success of our children. For instance, if we desire our child to use correct speech, we will put forth an effort to improve our own when we might not do it for ourselves alone. A definite attempt to keep versed upon the progress of the world is indirectly an aid to our children. The parent whose interests are confined to the material comforts of the family will not have interests in common with children as they grow older.

It is hardly possible to develop any characteristic in the child without providing the example for it in some form; but, however important the parents' ex-

ample may be, it is not all that is needed. Since the child's needs and abilities are so different from the adult's, to expect just the same actions would handicap the child. The parent must study how to meet these different needs of childhood. Good intentions or common sense alone will not suffice. We would not care for the services of a doctor who relied on such indefinite sources for his preparation. The parent's preparation for his task should be as definite as that for other professions.

DEFINITE PROVISION FOR CHILD TO HAVE SHARE IN THE HOME—

A share in the home means more than for the child to have certain tasks to perform. The child should not be expected to pay his way in work. The home is not a boarding house, but a place for the child to develop. For his best development he needs some tasks, but they should be selected for that purpose rather than for the present convenience of the household. They should give a feeling of pride in accomplishment and a sense of responsibility. This will demand new tasks of increasing difficulty performed with as little supervision as possible. The child should also share in the planning and selection of equipment for the home and in the good times in the home. If the four- and five-year-old children decorate the tree and the house for Christmas, the result may not be as artistic but it will be worth more to the children.

Since the primary purpose of the home is to provide for the development of the child, the selection

of living quarters should be for this rather than alone for adult conveniences.

PROVIDING FOR CHILD'S PHYSICAL NEEDS—

It is no longer considered sufficient to call the doctor when the child is ill, for expert help is needed to keep him from becoming ill.

Nothing can take the place of free outdoor play. Walks and rides are not so beneficial and the child cannot get the exercise or the health-giving rays of sunshine that he needs, even on a sun porch. Many more little children could have at least a small enclosed yard for outdoor play if the great need for it were fully understood. Older children may be depended upon to stay near without a fenced yard, but one is valuable in supervising and limiting the child's play with other children.

The child should not be made self-conscious by his clothes. They should not be conspicuous either for the latest fashion or for the lack of it. Cleanliness and cheerfulness are essential but the child's sense of beauty can be developed better through other means, and the parents' pride satisfied in some less harmful way to the child than through elaborate clothing for him.

Judging from the number of children taken to adult meetings at nap time and at night, there are still many parents who do not realize that sound emotional, as well as physical, development depends upon regular habits and sufficient sleep. The child who stays up one or two hours longer than usual even one night a week is upset to some extent every other night during the week, and he fails to develop

the needed feeling of definite laws controlling his universe. Many children because of lack of sleep become nervously wide awake, and are not able to sleep even the length of time that is provided.

PROVIDING FOR CHILD'S MENTAL NEEDS—

Sometimes children ask questions merely in order to make conversation or because of the lack of activity. The parent should be able to recognize the real need. The child often asks, "What did you say?" not because he did not hear, but because he did not understand. When a child asks about any substance, he should, if possible, have the material to manipulate and to use and thus get his answer by first-hand experience. By the time the child is five years old he should appreciate the fact that interesting answers may be found in books. This will aid in building up a favorable attitude toward school. Every home needs some standard encyclopedia, or at least an unabridged dictionary. After the second year in school the child will be able with a few suggestions to find a word and the small illustration of objects which is usually given. An adult will then need to tell him the information it gives. He should also, to encourage investigation, have books that he can read alone.

PROVIDING FOR CHILD'S SOCIAL-MORAL NEEDS—

The child's need is not so much to be compelled to obey as to be helped to desire to do what is best for himself and others, so that he will go out into the world with a set of standards that will adequately serve him as a guide through life.

Authority must be so presented to the child that he will look upon it as the expression of superior knowledge and of tested laws of living found to be best for all rather than merely a power to keep one from doing as one pleases, and as such to be defied or secretly avoided.

Self-control, the basis of all desired conduct, comes only through experience in self-discipline. The parent must provide opportunity for the child to make his own decisions rightly in lesser matters if he is ever to be prepared to face life successfully alone.

It cannot be expected that any child can have virtues fully developed; but he should have a beginning of them and conditions continually provided that will encourage further development.

PROVIDING FOR CHILD'S AESTHETIC AND EMOTIONAL NEEDS—

As was suggested in the preceding chapter, the child's needs are interwoven and cannot be isolated and met one at a time. Each thing that we do for the child may contribute something of value to various needs. This is especially true of the value of pictures and stories. While they develop aesthetic appreciation they also appeal to the emotions, influence moral and religious ideals, and contribute greatly to mental development.

Do we know why certain stories appeal to the child at a certain age? Do we know where to find the best stories? And do we know how to present them effectively? All this is a part of meeting the child's needs.

An interest in the outdoor world is of great value to the child. Are we making a definite attempt to nurture this interest? *The Handbook of Nature Study,* by Comstock, will be of value for the parents' use; and the child who has had second grade reading will enjoy *By the Roadside,* by Dunn and Troxell, or it may be read to the younger child.

Whether the child will ever have the ability to create for the pleasure of others or not, he should be given opportunity for expression in all the arts to meet his own needs in growth.

The emotions and feelings should be considered in every situation, as they are usually the controlling factor in conduct. Adults should protect the child from needless anger, fear, or jealousy; and feelings of sympathy, kindness, and helpfulness need to be given opportunity for expression. If appeal is made to these feelings and there is no opportunity for expression of them, they will be deadened and harder to arouse again.

PROVIDING FOR CHILD'S RELIGIOUS NEEDS—

There must be a gradual development of faith and trust in God that is free from fear. Worship of God cannot be compelled; it must spring from an inner feeling. Since the child's first idea of God is vitally affected by his relationship with his parents, the first provision in building religious ideals is to provide wholesome family relationships. The next provision is that right religious ideals grow out of everyday experiences and activities, and thus become a controlling factor in all life's problems.

Assignment and Discussion

In the discussion of each topic mentioned above have an example given of when the need was met and one of when it was not met. Discuss reasons for success and failure.

Read *Why Stop Learning?* by Dorothy Canfield Fisher.

Self-Analysis Blank for Parents*

The following outline or self-analysis blank suggesting the provision we should make for meeting the child's needs, has been used in various study groups to present a survey of the field of child study. It should be used as a stimulus to thinking rather than as a standard to arrive at exact grading. Topics of special interest or ones that present a deficiency, may be selected for further study. In addition to the brief explanations included in this chapter some topics are considered in more detail later.

A score of 100 signifies an efficient parent

40 points—Definite study for efficient parenthood.

20 Study for self-improvement that child may have right example.

20 Study to provide child with best influences.

10 points—Definite provision for child to have share in home.

2 Place for play.

2 Accessible place for keeping clothes and play material.

2 Freedom to follow any chosen activity not harmful to self or infringing on right of others.

2 Protection from excitement, over stimulation, or from being used to amuse adults.

2 Allowing to share in activities of home.

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10 points—Providing for child's physical needs

2 Regular supervision of child's health by clinic or private physician.
2 Outdoor play and sunshine, and fresh air for indoor quarters.
2 Clothing that gives freedom and needed protection.
2 Proper and regular diet.
2 Sufficient and regular sleeping periods.

10 points—Providing for child's mental needs.

2 All child's questions given consideration and provision made for child to find his own answer through investigation.
2 Constructive play material provided.
2 Attention given to correct use and pronunciation of words.
2 Encouragement given to constructive and helpful imitative play.
2 Developing good mental habits, such as observation and concentration.

10 points—Providing for child's moral and social needs.

2 Developing desire to do right.
2 Developing respect for authority.
2 Developing self-discipline.
2 Developing virtues within the child's capacity.
2 Providing social experience under helpful conditions.

10 points—Providing for child's aesthetic and emotional development.

2 Developing appreciation of good music and good stories.
2 Developing appreciation of beauty in pictures and in nature.
2 Encouraging creative response in drawing, singing, story-telling, etc.
2 Providing for proper control of the emotions.
2 Providing for wholesome expression of the emotions.

10 points—Providing for child's religious needs.

2 Developing helpful understanding of God.

2 Developing relationship between parent and child that will be an interpretation of the heavenly Father's relationship.

2 Co-operating with child in church activities.

2 Helping child to understand religious truths through his everyday experiences.

2 Helping child to express religious truths through his everyday activities.

Self-Analysis Blank for Church School Teachers

Score 100 signifies an efficient teacher

20 points—Studying and worshiping to improve own spiritual life in order to be better example to children.

20 points—Studying to improve teaching methods.

20 points—Having clear understanding of children's religious needs.

5 Recognizing the purpose of religious education to develop faith in God and to build lives rather than merely to give information.

5 Recognizing the need to develop ideals and truths of living as portrayed in Jesus' life and in the lives of other Biblical characters.

5 Recognizing the need to provide opportunity and guidance for children to practice with satisfaction, in natural experiences in classroom and in home life, conduct that is controlled by religious ideals.

5 Recognizing that all needs of childhood must be considered when emphasizing religious values and that religion must be related to all of life.

10 points—Helpful relationship with children.

2 Having unselfish love for children that expects no reward other than the joy of service.

2 Having greater interest in children than in subject matter in use.

2 Recognizing individuality of each child.
2 Having interest in being with children and studying their needs outside of classroom.
2 Attempting in a definite way to improve home and community influences for children.

10 points—Providing for children's physical needs.

2 Providing equipment suited to children.
2 Providing sanitary conditions; as, fresh air and protection from exposure to disease.
2 Guarding against unnecessary confinement.
2 All programs planned to protect regularity of children's meals and sleep.
2 Protecting against the strain of valueless drills for public programs by selecting material from class procedure.

10 points—Providing for children's mental needs.

2 Using material and procedure adapted to children's mental development.
2 Selecting material because of children's needs, interests, and experiences, rather than only because it is in the text.
2 Presenting activities that will stimulate thinking and feeling, and that children are capable of accomplishing without constant supervision and help.
2 Using pictures, stories, and other activities rather than lecture method in teaching.
2 Providing for children's need to assimilate teaching truths completely through various activities in order that they may become a real part of their lives.

10 points—Providing for children's emotional needs.

2 Protecting children from nervous excitement and over stimulation.
2 Protecting children from fear and prejudice.
2 Protecting children from exploitation.
2 Providing for expression, in a childlike way, of emotional feeling.
2 Stimulating only wholesome emotional feeling.

CHAPTER III

HOW THE CHILD LEARNS

THEME FOR DEVOTIONAL.—Helping the child is the greatest opportunity for Christian service.

And whoso shall receive one such little child in my name receiveth me: but whoso shall cause one of these little ones that believe on me to stumble, it is profitable for him that a great millstone should be hanged about his neck, and that he should be sunk in the depth of the sea.—Matthew 18:5, 6.

And they were bringing unto him little children, that he should touch them: and the disciples rebuked them. But when Jesus saw it he was moved with indignation, and said unto them, Suffer the little children to come unto me; forbid them not: for to such belongeth the kingdom of God.—Mark 10: 13, 14.

ACKNOWLEDGED TRUTHS.—If we want a thing to live forever, plant it in the heart of a little child—"The race goes forward on the feet of little children."—*Phillips Brooks.*

ALL LEARNING COMES THROUGH SELF-ACTIVITY—

"All growth must come from a voluntary action of the child himself." Although Froebel made this statement more than one hundred years ago and all education since that time has recognized this prin-

ciple, it is still often not applied. Voluntary activity of the child is expressed in play but play is not always recognized as the child's means of growth. We often hear such expressions as, "He wants to play all the time and never wants to do the things he should do." Play is considered of no value but merely a pastime, a relaxation, or a frivolous activity. This is true of an adult's play for amusement but a child plays with a different motive. He is as serious about his play as any adult could be about a profession. Play is the child's occupation in life. The way in which he plays will control the way he enters later occupations. The child is compelled to play, for his developing faculties are demanding use in order that they may develop.

That muscle development comes through the use of the muscles is easily understood and opportunity provided to aid such development, but in mental and spiritual development the adult often takes the active part expecting the child to understand through explanations. However, the child must think, feel, and do also for himself before these faculties are affected. Nothing becomes a real part of the child until he experiences it. He does not develop feelings of love and respect toward certain people or things by being told he should have them, but by experiences that call forth feelings of love and respect. He develops an understanding of love and care by experiencing them as given to himself and by giving them in turn to his pets, his toys, and to other people. He develops an understanding of God's creating by helping things to grow. But spontaneous

interest must be given to all these activities and satisfaction derived from them in order for the feelings associated with them to influence helpfully the child's life.

Even the very small child can perform many more activities than we usually realize, but adult standards must not be forced upon him. If the child cannot perform the act as efficiently and quickly as an adult, he should not be helped nor his work taken from his hands in attempting to show him how to do it. It is not the task accomplished that is of value but rather the development that comes to the child through his own striving.

In making use of play in education, play forms are sometimes transferred to necessary tasks and the play spirit is left out. The need is to make use of the play spirit in doing necessary things and also to consider that the greatest need of all is to help the child to perform his own natural activities better—to help him to play better. For instance, we may say to the child, "If you were playing a game, you could find the things on the floor I told you to put away. Play it is a game of 'I spy' and see if you can find them." This is a play form transferred to a task but the play spirit would probably be destroyed by the reprimand. However, if we say in a cheerful manner, "I saw four things on the floor that should be safe in the toy box. Let's see how good your eyes are," a child will usually respond with interest and the task will be easily and efficiently accomplished. In a game of "I spy" it is possible to help the child to be alert and quick, to

think for himself rather than to look for the object or to place it just as some one else has done, to learn to take defeat with cheerfulness, and to be fair and honest—all of which are of more value than the accomplishment of a piece of work.

LEARNING THROUGH THE SENSES—

The period of childhood under six years is recognized as the period of sense development and if the child does not have the opportunity for the needed development during this time, all later development, even in other lines, will be affected. All new impressions come to the child through the senses, and the keener they are to receive them, the more the child is able to learn from his surroundings.

"The new type of kindergarten does not attempt to isolate and train the senses, only proper sensory experience is tied up with typical life situations."[1] Formal lessons or didactic materials are not needed in the home either; but material that will give this development in natural, interesting activities should be provided.

The touch sense is the first to develop. A two and one-half-year-old child, after sitting in a cramped position until his feet were numb, looked at his feet and whimpered, "Where's my feet? Mother, where's my feet?"

The young child cannot see an object well until he also touches it and feels it but promiscuous touching of things without thought or reason should not become a habit. Feeling without comparison has no

[1] *Early Childhood Education*, by Pickett and Boren.

value. The one- to two-year-old child on his first explorations about the home will find objects that arouse his curiosity. He should be allowed to hold even breakable objects while he is carefully protected from accident and their purpose explained and the reason for their care given. One child of eighteen months who wanted to explore his mother's buffet was allowed to hold each attractive dish and then to put it away carefully. His curiosity was satisfied and he was never tempted to handle them again.

The sense of hearing needs experience in hearing accurately. Have the child listen for exact enunciation, encourage listening to good music, and to the songs of birds and other outdoor sounds. Protect the child as much as possible from loud, harsh noises and develop appreciation of soft sounds.

The ears should be protected from infection for each time a gathering breaks the eardrum becomes thicker in healing. Often diseased tonsils and adenoids cause ear trouble and every child who has it should be examined for the cause.

That there are "those who have eyes and see not and ears and hear not" is probably because they failed to find interesting ways to use the sense organs during this early period of sense development. Games of finding and seeing different colors, calling the child's attention to interesting things as he watches from the window or walks down the street, or any use of the eyes with mental alertness that brings a happy result will stimulate the use of sense of sight.

The child may be helped to appreciate the use of the different sense organs through games of finding things in the dark and feeling and smelling objects that are covered. Encourage the proper care of these organs as keeping the hands away from the nose and eyes and refraining from crying because it makes the eyes red and then one cannot see well.

The sense of taste does not develop much before two years of age and during this time there is an opportunity for the child to become accustomed to the taste of a variety of foods that he should learn to like.

LEARNING THROUGH ACTIVITIES OF THE HAND—

It is sometimes thought that manual training is needed only by children who will follow a like trade and the parent who sees only this value in these occupations may fail to encourage them. The adage, "A child only half knows a thing until he does it," is recognized in modern education when provision is made for the child to do things with his hands. The child's mind and hands are closely related. The control of the hand in expressing an idea clarifies that idea in the mind. However, activities performed without much thought or those directed in detail by an adult could not have this value, as in the use of patterns in drawing.

Making things also provides the opportunity to apply knowledge. The ability to use knowledge in life situations is of great value and activities that give this use help the child to understand that there is a definite purpose for acquiring information.

Using recipes or specifications found in books is of value to the child who can read.

Muscular control and skill are also developed and the value in moral learning is equally great in manual activities. The child can see in concrete form the result of carelessness or he has the satisfaction in work well done and a feeling of confidence developed by success. The law of cause and effect must be recognized. He learns also that tools must be cared for if they are to give their best service.

LEARNING THROUGH DRAMATIC PLAY—

A new thought means action to the little child and dramatic play is often the form of action. The child under six years of age imitates and impersonates everything that he sees in order to understand it better. This is a simple form of dramatization but the little child does not so much imagine and make believe as that he really feels that he is the person or thing which he imitates. Because of his limited experience he does not fully distinguish himself from other persons or things but in this play he comes in time to see from another's point of view. He probably has in this way his first experience in sympathy, one of the greatest essentials in harmonious relationships.

The necessity for material used in dramatic play to be realistic is not as great during early childhood as it will be later. "... Broomstick [becomes] a horse not because of appearance but because it lends itself to locomotion."[2]

[2] *Spontaneous and Supervised Play*, by Sies.

The older child continues in more elaborate dramatization as an expression of feeling. He uses greater imagination in his play but he also strives for reality and so is encouraged to observe and investigate in order to know how to carry on his play.

VALUE OF HABITS BECOMING AUTOMATIC—

There would be little progress in learning if as great effort were needed to repeat each action as it took at first, but each repetition requires less effort and the individual becomes able to perform many acts while his conscious thought is applied to other problems.

The more actions that can become automatic the more efficient the individual can be, but it is important that only ways of acting that will not need to be changed shall be allowed to become automatic as they are much harder to change than conscious acts. It is therefore important to observe if the child does a thing the first time in the best and most efficient way. However, it is not necessary that the first time a child sees an object that he should use it only as an adult would. He must have a stage of familiarization in manipulation before he begins the real use. Careful watch must be made in order not to direct too soon as well as not to let a wrong habit form.

EFFICIENT USE OF ABILITIES AID IN LEARNING—

Although the ability one has in certain lines is based on original nature, the attitude, manner of use, and practice given the ability determine its value. Some abilities or traits that need special consideration in the learning process are imagination,

observation, concentration, perseverance, initiative, curiosity, and memory.

1. *Imagination.*—Imagination should be encouraged because of its necessity in any creative work. It begins as soon as images can be recalled and put into new forms, but a little child's ability to make mental images is limited. "A child's imagination judged by adult standards is very deficient. His extremely limited knowledge of the world of things necessitates that it should be so."[3]

Many accounts of children usually considered imaginative are only their attempt to recall experiences. They become confused and what they tell they have seen is a mixture of various things greatly affected by thoughts of what they would like to happen. They sometimes wish a certain thing would happen and after thinking of it for some time the image is almost as clear as of things that they have seen so they may think that they have seen this too. Also their limited vocabulary and the wrong use of words will give a different meaning from what they intend. Is it surprising that the adult at first thought considers some of their accounts highly imaginative? It would take great imagination on the part of an adult to deliberately combine such a mixture of events. This confusion should be distinguished from true imagination. "True imagination is not based on confusion."[4]

Imagination is aided by encouraging independent thinking, conversation with the child about things we

[3] *Children's Play*, by Wood.
[4] *Here and Now Story Book*, by Mitchell.

would like to do and see, by games such as describing objects for another to guess, by simple make-believe and fancy, given as soon as the child is able to appreciate without confusion, by cultivating habits of observation, by recalling and describing experiences. A better understanding of children's experiences is necessary if this guidance is to be given.

Imitative and impersonative play aid in understanding situations and thus enable the making of clearer mental images. Also by putting himself in another's place in this type of play the child is helped to understand and so to imagine how that person feels. "Sympathy develops with growth of imagination."[5]

Stories aid greatly in developing the imagination, especially stories constructed by the child. Seeing stories in pictures may be encouraged by a suggestion as, "What do you think this little girl has been doing?" Fairy stories when not understood as fancy have no more value than other stories in developing the imagination and they may cause confusion. Help the child to understand the distinction between the real and the unreal so that he may have the real as a concrete comparison from which to build new ideas. The experience of the child at about six years of age is broad enough for him to appreciate fairy stories without confusion and those that present right ideals will have some values that other stories would not. Mother Goose and some folk tales can be appreciated much younger but they should be carefully selected.

[5]*How Children Learn*, by Freeman.

Some children are inclined to be extremely imaginative. In such cases there is special need to recognize make believe, as such, in order to guard against untruthfulness. Encourage logical thinking through discussion of practical problems of the household and going on errands to the stores.

There is little danger of extremes in the child who plays actively and happily with other children. The child who is not able physically to do the things his playmates do may resort to his own thoughts and fancies where he can make things happen as he wishes rather than exert himself to meet the situation in real life. Sometimes the child reads incessantly for this reason or he may create an imaginary playmate to meet his need. However, some children have imaginary playmates when there seems to be no definite lack of playmates or ability to play happily with them. This imaginative play, if met with sympathy and understanding on the part of the parent, may be profitable to the child and will be naturally discarded in time. But care should be taken that the child does have playmates of his own age and ability.

2. *Observation.*—If the child is not helped in the early years of his life to develop the habit of observation, he will not only miss many pleasures but he will also be handicapped in any work he may do, as this ability is needed to some extent in every occupation. No one can acquire a broad education without being interested in, and observing the activities of, the world about him. Interest in a thing aids in accurate observation and the observation and knowl-

edge of the thing in turn develops a greater interest. It is usually those things that we know nothing about or do not understand that fail to interest us. The habit of observing, of mental alertness or awareness of what is going on about us will lead into many new interests.

Make a game of seeing how many things there are in a picture; of looking for interesting things on a walk or drive. Talk with the child about things that have been seen. Enjoy with the child things that interest you, the colorful sunset, the stars at night, or the songs of the birds. Take time to investigate things with the child. A father whose son showed interest in mechanical things was never in too much hurry to stop and observe with him the working of any machinery.

3. *Concentration and perseverance.*—Success in the completion of undertakings aids in concentration and perseverance. The child should have interesting activities and be protected from interruption when he is attempting to accomplish something and he should be encouraged to make continued attempts until he does succeed.

The little child should follow much the same routine from day to day. Preparation to go to places excites the child and causes him to be restless and incapable of concentration on any one activity.

So much interesting play material should not be presented at one time that one thing will call attention from another. Familiar material may be put aside for a time so that more continued attention will be given to it later because of its fresher appeal.

When the child seems to be tiring of material other possibilities in its use may be suggested. However, too much suggestion may be confusing and as long as the child has any ideas of his own he will visualize them better and will put forth more effort in carrying them out.

The habit of putting one group of play material away before taking out more, gives a sense of having finished a thing. For this reason it is better to have play material kept in two or three places or in smaller boxes rather than all in one.

Instant obedience should not be expected at the expense of concentration. The child when called, except in emergencies, should be given a few minutes to get ready. If he answers that he will come as soon as he finishes a certain thing, this privilege should be allowed, if possible, and the child should feel free to make such a request knowing that it will be met with understanding.

Forcing a child to finish a project after interest has failed is not helpful in aiding concentration. He should not be encouraged to undertake things that are too complicated for his development and he should be helped, preferably by suggestion, when he does meet with something beyond his ability to finish. Good material with which to work, a box of used wheels, taps, and bolts where something may be found to fit various needs, or books for further suggestion, often encourage the completion of an activity. The interest of an adult and a suggestion for use of the finished product will also help.

Listening to stories gives practice in concentration but the child cannot force his attention without interest and continued attention commanded through intense interest is a nervous strain. A three-minute story for the child under four years of age and a five-minute story for the child under six is long for the average child, although, if the child is being rocked or is looking at pictures, he may give attention longer without strain. A child of four may concentrate on one activity for one-half hour but since the child's span of attention is short too much should not be expected of him.

Older children may be encouraged to persevere in a task that seems too difficult by some explanation as, "All things seem hard at first but, if we keep trying, it will soon seem so easy we will wonder why it ever seemed hard. Even the first time you tried to walk it was hard. You fell down but you tried again. Would it not have been funny if you had not tried again? You would not know how to walk now."

4. *Initiative.*—Initiative is closely connected with originality which is largely a natural ability but every child has some ability in this line and needs to be encouraged to use it and to have confidence in himself. Often the adult, because he can think and act more quickly, dictates to the child what to do or does it before the child can have a chance. The child must have a chance to think for himself and to carry out his own plans in his own way or he will lack ability to do the independent thinking needed in any situation in life.

5. *Curiosity.*—Curiosity is the natural desire of the child to learn about his world and to test his developing powers. This incentive to learn will be encouraged, if the child finds satisfactory answers to his inquiries. He will understand better and initiative will also be encouraged, if he is given opportunity to do his own investigating rather than merely given facts for answers. For instance, if the child asks, "What is flour?" give him a small quantity to feel and to stir, and if possible give him some wheat to mash and some whole wheat cereal to compare with it.

The child's curiosity should be satisfied about things that present possible dangers through learning the right use of them and the caution needed. Then self-control should be strong enough to protect from the wrong use, or use without permission.

6. *Memory.*—Some persons have greater memory abilities than others and each one has more ability to remember the things that have special interest to him, but any normal individual has enough ability in memory to meet the average need. There are not many occupations that require the memorizing of vast amounts of unrelated facts. To know how and where to find accumulated knowledge is usually all that is necessary.

Using acquired knowledge, building up numerous associations, and as in observation, developing a wide range of interests will aid in the use of memory ability. Experience and confidence in carrying out directions by memory without a repetition of instructions will also help. When the child forgets,

make it a game for him to guess, describing the object he has been sent for or telling him where to find it. This will help build up associations and be of more value than the mere repetition of the request.

All the mental abilities are closely related and dependent on each other and all are dependent on interest. It would not be possible to isolate and develop one alone but various interests may be developed and protection and encouragement given to these mental traits as opportunity arises.

The period from nine to twelve years of age is often called the memory age although research has proved that the ability to acquire knowledge is no greater at that age than it is at fifty and not as great as it is at twenty. However the lack of numerous interests and responsibilities and the attitude of the child make it possible for him to acquire more new information. Most adults feel that their education is finished when they leave school and although at thirty the average person has half his life to live, his mind is closed to new thought. He no longer has the interest or desire to study even when experience has given him more associations with which to relate new knowledge. "Memory improves with age up to maturity."[6]

It is sometimes thought that little children have unusual memories when they notice and remember something which the adult does not. This is because of their limited range of interests. A certain detail claims full attention and thus makes a deeper impression. The little child only permanently re-

[6] *How Children Learn*, by Freeman.

members those things connected with some unusual action or strong emotion. It is a waste of time and effort to teach a child under six years of age to memorize words that will not be continually used except for his present enjoyment in the rhythm they may have. Words wrongly understood may give an impression that will permanently affect the child's thoughts and feelings when the words themselves will soon be forgotten. The habit of committing words without understanding them is sometimes a handicap in the child's school work.

OVER-STIMULATION A HINDRANCE TO LEARNING—

One of the most important tasks in the nurture of children is to protect them from exciting and over-stimulating influences. This includes not only influences that are recognized by all as being harmful to children but also an over abundance of any stimulus and premature presentation of material and procedure that might be of great value at a later time.

Over-stimulation is caused when the child of preschool age is taken frequently into crowds, attends adult amusements, experiences many changes in environment, has access to numerous books with pictures that puzzle him, is given a quantity of unrelated adult information, or has a very great amount of adult attention. Such experiences cause lack of emotional control and unbalanced development. The child forced mentally is frequently retarded morally and socially and is even handicapped in mental development in the end. He acquires a quantity of knowledge that he cannot use and acquiring it, with-

out any use except to show he has it by mechanical repetition, develops a wrong attitude toward knowledge. Also material hashed over before the child's development and experience make it possible for him to understand it fully tends to dull his interest. An adult can see in his own experience that new material presented in an understandable way has a better chance of claiming interest than something that has already been heard about but not understood and to which there is for this reason an attitude of disinterest.

Interest may also be dulled when attention is forced to one line of thought as in the case of the boy who in childhood was a wonder in his ability to make rapid calculations but who was so surfeited with his exploitation in this field that he rebelled against even simple problems and chose as his life work a routine occupation.

Whatever a child questions and gives spontaneous attention is usually suited to his development but sometimes the child because of the lack of better suited material and activities gives his attention to things that would not otherwise interest him. This is often true of the child who reads to excess or desires to learn to read before school age. The average child of four sees adults reading and is curious about it and asks what certain marks are. The names of some of the capital letters may be given so that the child will be able to recognize something on the printed page. This usually satisfies the interest at this time and it will not confuse later when the word method of reading is learned as there are

few capital letters. Magazines, newspapers, and even story books for children do not often print large enough for the child to distinguish familiar words. Not many children of this age, if sufficient, wholesome activities and playmates have been provided, have enough interest to learn to read. It would be of little value to the child if he did and it would be more apt to be harmful. The smaller muscles of the eye and hand are not developed sufficiently for reading and writing without strain. At any rate, time and effort should be spent on needs that are greater. Development of muscle control through large drawing and painting and the use of the mental abilities previously mentioned can never be so successfully developed later and these all need to come before the mechanics of reading and writing.

With older children contests and competitive athletics are often over-stimulating. Competitive athletics may also cause physical over-strain. Music and dancing lessons, picture shows, and elaborate parties added to long school hours fill the average child's day entirely too full. Much sympathy is felt for the children who need to resort to the dump to find material for play occupations but in some cases they are more fortunate than the child who can have everything. Even unsanitary conditions where there is freedom, fresh air, and sunshine could be no worse than the hot house confinement given in some instances.

Adults are inclined to feel that they have a monopoly on nerves, and that the child should refrain from irritating them by senseless activity.

However, the child's nervous system is more sensitive than the adults. Dr. Cameron in his book, *The Nervous Child,* presents not the abnormal child but the nervousness or sensitiveness of the average child. He says, "The unstable mind of the child is so sensitive that cerebral fatigue and irritability are produced by causes that seem to us extraordinarily trivial."

Assignment and Discussion

Will things to which the child gives voluntary attention and questions provide sufficient material for his development?

What is meant by a rich environment?

What is meant by an over-stimulating environment?

Report observations of children's play in which they learned something valuable.

Observe what children buy for lunch at school. A child seven years of age observed that most of the children selected chili, hot dogs, soda pop, and candy and remarked that those things did not match very well. Why do the health rules taught at school seldom change the child's selection of food?

Distinguish between the necessity for the child learning to do acts that will become habits in the proper way, and his need to experiment in his own way with new materials; as in the correct use of the spoon while eating and the first manipulation of shoe strings.

What experience does a child have with objects similar to a spoon before he is old enough to feed himself?

Is it not true that too much is usually expected of the child in understanding and acquiring accumulated information; but not enough opportunity is given to him to use and develop his ability to do things for himself, to think through his own problems and to have constructive activities? Investigate the type of drawing, cutting, and building done by Kindergarten and Primary grade children.

Do the children of your neighborhood have tools and material with which to do constructive work? Bring samples of their work to class. Discuss ways of encouraging children to express their own ideas in such work.

Read the following books or articles within books: *Habit,* by James; Chapter xi, "Habit and Learning," in *Psychology of Childhood,* by Norsworthy and Whitley; Pp. 132 to 139 in *The Child: His Nature and His Needs; The Nervous Child,* by Cameron; *How Children Learn,* by Freeman; *The Beginnings of Art in the Public School,* by Mathias.

CHAPTER IV

ACTIVITIES FOR CHILDREN

THEME FOR DEVOTIONAL.—The need of discernment in choosing the things of greater value for the child.

And Abraham rose up early in the morning, and took bread and a bottle of water, and gave it unto Hagar, putting it on her shoulder, and gave her the child, and sent her away: and she departed, and wandered in the wilderness of Beersheba. And the water in the bottle was spent, and she cast the child under one of the shrubs. And she went, and sat her down over against him a good way off, as it were a bowshot: for she said, Let me not look upon the death of the child. And she sat over against him, and lifted up her voice and wept. And God heard the voice of the lad; and the angel of God called to Hagar out of heaven, and said unto her, What aileth thee, Hagar? fear not; for God hath heard the voice of the lad where he is. Arise, lift up the lad, and hold him in thy hand; for I will make him a great nation. And God opened her eyes, and she saw a well of water; and she went, and filled the bottle with water, and gave the lad drink. And God was with the lad, and he grew; and he dwelt in the wilderness, and became, as he grew up, an archer.—Genesis 21:14-20.

Parents have need of divine help through prayer and communion with God in discriminating correctly between influences that may be helpful or harmful

to the child. There are times when all need, as Hagar did, that the Lord open our eyes that we may be able to discern what is needed.

A PARENT'S PRAYER—

Our Father, we pray that our eyes may be opened, that we may see the water of life that the thirst of childhood is demanding. Help us to be able to guide our children to only those things that give lasting satisfaction, rather than to those that merely create unwholesome appetite and unrest. Grant that all we bring to our children be as purifying and refreshing to the soul as pure water to the body. Amen.

THE NEED OF THE MODERN HOME PROVIDING FOR ACTIVITIES—

At the present time the child has a greater need for having play material and activities provided than in the past because of crowded conditions and because factories and labor-saving devices have taken many activities interesting to children out of the home. Opportunities to explore, to climb, to dig, and to play in water, have all been furnished without special preparation in the past but must now be provided.

The modern school has supplied some of these activities in playground equipment, manual training, nature study, and the arts. The modern home can do much more if some thought and time are given to the effort and it is the home's obligation to supply the space and material for constructive activities essential to the child's best development. Elaborate

or expensive material is not needed. The finished toy that performs and gives the child only passive amusement is harmful. The child needs material that demands activity of him.

"We should bear in mind too that children stand in need of ideas, quite as much as materials. They should, it is true, be left to themselves with opportunity to work out their own problems and to exercise their own initiative. But they have had comparatively little experience, and they need suggestions as to possible things to make and to do."[1]

Parents need carefully to select play material and encourage the child in desirable activity through interest and suggestion and at times particpation in his play. When the adult engages in a similar activity beside the child a comradeship is established more effectively than in any other way.

The adult needs to be watchful in participation in the child's play that he does not handicap rather than help him. It must be remembered that the child needs simple activity. There is danger of the adult presenting complicating rules or expecting adult standards of accomplishment that are discouraging.

The child needs to learn how to overcome difficulties. It is not best to assist him too quickly when a difficulty arises. When the child says, "I can't make a house. You do it for me," suggest, "I'll make some people to live in the house while you make the house." The child attempting to carry

[1] *The Training of Children in the Christian Family*, by Weigle.

Chart of Child's Developing Play Interests

Under six	Under nine	Under twelve
Constructing or using hands in activities		
Manipulates for joy of act without much thought of result.	Considers result.	Constructs with the purpose in mind to use result.
In modeling, merely manipulates material at first and then makes various forms according to experience.	After making dishes plans a tea party.	Molds a dish or boat because of a specific need. Desires satisfaction in result.
In drawing, tests use of material and enjoys color, calls scribbling anything it happens to suggest, and then attempts to make definite things. Attempts anything as he does not realize his limitations.	Realizes limitations and may feel self-conscious of result. Child not talented responds to play spirit, as making pictures for a picture show.	Able to express thought in writing more efficiently and only draws what he can realistically.
Physical activities		
Development of senses and control of larger muscles. Active for short periods, easily fatigued, makes frequent changes in activities.	More continuous activity and development of smaller muscles.	Need of greater space for more strenuous activities. Striving for skill.
Social activities or play with other children		
Definite need of contact is shown at about four years; the appeal earlier, is probably to mere activity. Influence of adults greater than children.	Play together with few rules, each needing to feel himself an important part. Competition enters.	At about eleven team play or the gang age begins, when all work together for common need. Influence of other children great.

(*Continued on next page.*)

Chart of Child's Developing Play Interests—Continued

In playing with a ball, one for each child is the more satisfactory way although children under four will, with supervision, roll or bounce a ball to one another.	Play game with ball, having pitcher, batter, and catcher.	Loosely organized teams and much contention over leading parts.
	Dramatic play	
Imitation and impersonation of everyday activities. Sometimes dramatize vivid action in well-known stories. Serious in this period because of desire to better understand.	Imitate feelings as well as activity. Impersonate characters of great action as Indian, robber, policeman, and soldier. Play story with a plot but want turn at leading part. Play in pantomime. Play more fanciful and imaginative.	Continue activities that have greatest dramatic appeal. Desire exact costumes and strive for realistic effect in order to use knowledge.
	Rhythmic play	
Gives expression to music before he is able to sing by larger body movements. Enjoys swinging and rocking as sameness of sound or action has soothing effect. Unison of action with others as clapping or skipping gives harmonious feeling.	Singing games are favorites and more formal action confined by action of others as marching.	Strive for skill in drills.

several objects and dropping them needs, rather than help in carrying them, to be given a basket or box to put them in so that he may succeed in his attempt, or only a suggestion through a question, "What could you find to carry them in?" would be better.

The child needs to forget self in his activity. The adult who laughs at a child, talks of his cuteness and encourages him to do things to entertain adults, directs the child's attention to himself rather than to the thing he is doing. Since the child does not play for relaxation but is serious in his attitude toward his play, the adult should enter into the child's play in the same spirit and give it the same consideration that he would give to an important occupation of his own. We should laugh often with the child but not at him.

The child needs to develop independence and initiative. There is danger in limiting his chance to do and to think out for himself the thing he does. A child plays because he desires and needs activity, not only activity of muscles but activity of mind and emotions. It will be much safer to allow the child to take the lead. Rather than showing the child how to do something encourage him to think it out for himself by suggestions or questions.

The child needs to develop consideration for others. The adult should not give up everything to the child but help him to learn that if some one else is using a thing he wants he must not demand it. Say, "I am using this now, you may have it soon," or "There is something you may use." The younger

a child learns this the happier life's work and play will be for him.

The child must not be allowed to become so dependent upon the adult that he cannot play alone. When the child seems to merely want attention suggest a household activity that we wish to do and present some play activity for the child that he will need to do alone.

STANDARDS FOR ACTIVITIES—

1. They should be interesting and on the child's plane of development. They should be neither overstimulating and discouraging because they are beyond the child's ability nor fail to provide stimulation to increasing ability.

2. They should have such values as developing muscle control, physical strength, alert and independent thinking, and wholesome character traits.

3. They should help the child to attain the highest development of which he is capable.

VALUES OF SPECIFIC MATERIAL—

There is need to analyze the values of material in order to have a well-balanced selection and to select any additional material for special needs. All-round development should be provided rather than only emphasizing special talents, or giving entire attention to weak points.

The ball develops sense of size, shape, and distance and muscle control. It is one of the child's first toys and probably holds his interest through all stages of development more than any other one thing.

Roller skates develop balance and strengthen the knee muscles. They will probably not be used by the average child at less than five years of age although four-wheeled skates or a platform fastened on skates may be used by a younger child. There is some danger of overstrain. One child's determination to learn to skate caused him to persevere until his mother thought it necessary to have him rest; but she waited until he could have some feeling of mastery and then presented a quiet occupation without showing her concern.

A turning bar develops the chest muscles. One may be made with three pieces of used pipe. It may be set in the ground in cement or three short pipes may be fastened at the bottom of each side as props. A swing, ladder, or sliding board may be fastened on one side of a wide bar and still leave space for activities as chinning, swinging by the arms, etc. For the very small child a bar or swing may be hung in an open doorway with clamps fastened over the top of the door casing.

Dolls develop the nurturing instinct. They may also help the child to learn to dress and to care for themselves in other ways correctly. One mother made a rag doll the size of a one-year-old child so that it could wear the two-year-old child's outgrown clothing. Through dressing the doll the child learned to dress herself before she was three years old. A natural and purposeful activity of this kind is better than buttoning frames although the continuous row of buttons appeal to many children when they are first learning to manipulate them.

The older child learns to sew in dressing her doll. There is an opportunity to present health needs through dramatic play with dolls.

Most dolls should be able to withstand hard usage but an artistic doll kept for special occasions has value.

"It does not occur to a boy that dolls are not just as fascinating and legitimate a plaything for him as for his sister, until some one puts the idea in his head."[2]

Every boy and girl needs carpenter tools and good material to use with them. Real tools bought a piece at a time will be of much more value than a set of toy tools. Interest will carry over a longer period when pieces are added one at a time and the child will have a better chance to learn the right use of each piece. We may begin with a hammer for the two year old. He will enjoy driving large nails in the ground and pulling them out again.

Blocks probably suggest a greater variety of uses than any other material. If a good set is too expensive to buy, every child can at least have blocks sawed from lumber bought for the purpose or salvaged from building projects. There should be a number in uniform size, two by four inches, and a few odd shapes suggestive of cars, boats, posts, etc. A block sawed diagonal will provide a sloping side for entrance to bridges or driveways. Colored beads and tiles are of value for color formation.

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[2] *Schools of Tomorrow*, by Dewey.

Large wheel toys such as wagons, kiddy kars, tricycles, and scooters develop muscle control, ability to balance, sense of distance and give joy in movement.

The natural elements as water, mud, and sand have great appeal because of their plasticity. The child's sense of proportion, his knowledge of quantities, and muscle control are aided by the manipulation of these materials. All children should have a chance to learn to enjoy these materials without unnecessary soiling of clothing. It is usually the child, made nervous or rebellious by unnecessary restraint, who soils his clothing without regard to time or place.

Large boxes, baskets, or chairs that demand effort to move about and that give opportunity for climbing are enjoyed by the very young child. The delicate workmanship in miniature objects is not appreciated by the child under six years of age. The appeal of material that is little and cute is not so great as of material that can be used.

Materials such as a magnet with ball bearings and various metals, a compass, an old clock, a magnifying glass, thermometer, and scales are valuable for investigation. A printing set and an old typewriter will be of value to the child as soon as he learns to spell.

Modeling with clay or plasticine, drawing, and painting not only develop muscle control and skill but in giving opportunity to the child to express his own ideas they aid habits of observation and independent thinking, and also encourage creative

ability. The child who does not have any special artistic talent should have the chance to develop what he has and also to have the many other values in these occupations.

The small child should have large crayons and rough finished paper that is heavy enough to lie flat. Large brushes and paint made from alabastine powder is much better than water colors and small brushes.

Since the value is in the child's development rather than in the finished product help should never be given in order to get a result to satisfy the adult. No instruction in technique is needed until the child shows dissatisfaction with the result. Then suggestions that help the child to observe better may be given as, "Could the boy live in a house that size?" The first suggestions should cause the child to think of proportion and use. Some children need encouragement to attempt to use material, they may be satisfied to take the passive part and prefer to watch some one make something for them. We may suggest, "I will make one if you will," or "I will make a bird house for your bird."

Paraffin can be used for modeling and also for covering autumn leaves for winter bouquets, for mending leaks in water toys, and for making candles and other experiments.

Toys for the bath will make it more enjoyable and the child should be given time to enjoy the water. Lids, a large cork, a sponge, a non-rustable boat or a curved piece of wood, and celluloid animals will appeal. Mrs. Kamm suggests in *The Pre-School*

Age that toy animals for the bath should be ones that live in water in order to help the child to build up the right associations. A toy frog may help in protecting from fear of toads and frogs, and because of its shape it will whirl in an attractive manner as the water empties.

The child who cannot attend a modern kindergarten will not need any special equipment other than the simple type of material suggested here. Patterns and complicated material are not being used. The aim is to build activities around the everyday experiences of the child. Special days and seasons suggest making decorations, cards, valentines, hallowe'en masks, or Christmas gifts. Large frames are prepared for playing house or store but the children make all the other equipment for these activities.

ACTIVITIES FOR THE ONLY CHILD—

Every child is at some time an only child. The youngest child in the family is probably more lonesome when the other children are at school than if he had not been depending on them for amusement. It is as essential that every child learn to depend on himself for occupation as it is for him to learn to make social adjustments through play with other children.

A sand pile in a sunny, sanitary place will provide for many hours. Small accessories should be provided as a spoon, aluminum cups, a small flour sifter, a heavy bottle, and for the older child, a small piece of pipe and paraffined paper or pans for water projects, small cars, a dump truck, and a small pulley

and bucket. The sand should be protected with a cover of screen, framed and hinged so that it can be turned back by the child.

Every child needs an opportunity to care for growing plants. He should have a space for flowers or vegetables that is all his own. When the three- or four-year-old child has had his interest aroused by helping to plant seeds, waiting for them to grow is a great tax on his patience. Some seeds or bulbs planted in a glass bowl so they may be seen or some seeds put in water to sprout will satisfy curiosity to some extent and keep the temptation from being too great, to dig up the planted seeds to see if they are growing. Resisting this temptation in order to care for the flowers, watering them and arranging the blossoms in flower holders, all have values in character development and give a better understanding of God's creations.

Kitchen activites will give interesting occupation and this equipment offers a laboratory for investigation and research. The child is fortunate who has a mother active in these household tasks rather than an unsympathetic servant.

The child should have a small table or some space in the kitchen for rolling pieces of dough, grinding with a small food chopper, or measuring with cups and spoons. Pasting and other activities will also be enjoyed here in order to be close to mother as she works. One mother had a board eighteen inches square hinged to the end of a breakfast seat for a table and the child had her own utensils in a cabinet near it. The child also had her meals here while

the adult meal was being prepared in order that the child would have only food suited to her needs. She then had her nap while the family ate.

A small washboard, clothesline, and pins will provide occupation for wash day. If work is done in a basement, two by four inch boards several feet long may be placed on the floor for the child to balance on. Later they may be raised a few inches and then two may be fastened firmly on edge a few inches apart.

A whirl wheel made of stiff paper or whittled of wood and fastened to a short stick will give occupation to the child while driving. Children should be protected from the tiresome confinement and swift motion of long drives but when it is necessary for them to go, something such as a tiny car that turns somersaults down the seat or rides along the edge, or a ball that rolls with the tilting of the car should be provided.

Fitting things together as small boxes into larger ones, pegs into holes, and lids onto jars helps the small child to learn shapes and sizes. A shallow pasteboard box may be prepared for various shaped insets by cutting holes in the lid the size and shape of several different blocks.

Blunt-end scissors give valuable occupation from three years to the time when doll clothes can be made and other cutting done. Tearing paper also appeals to the young child and it is just as much fun when he learns to put the pieces in a definite place. Provide a small sack to be filled. This may then be used as a pad for a doll bed or as a bag to toss.

A feather or milkweed seed to sail over the register or to blow will often furnish happy occupation.

Musical toys are enjoyed and develop interest in music. After six or eight years of age the child should have some real musical instrument. Even the child not talented will have more appreciation of music if he has some instruction on a simple instrument as the mandolin or banjo. The child may be made to dislike music by the confinement of long periods of practice but ten minutes a day can accomplish a great deal and the child who is not interested can be led to give this much time willingly.

The child alone does not have the incentive of other children's activities to do things quickly. Racing with the clock or putting on shoes while a three-minute sand glass empties adds zest. The little child's first attempt at dressing may be encouraged by a rhythm as,

Peek-a-boo, I see you
Little button on a shoe.
Peek-a-boo, I see you
As you come so quickly through.

Straws may be used as an incentive to drink water or any needed liquid, or for soap bubble blowing although a special soap-bubble pipe will give better results.

A hoop to roll or a stick to ride will be of value on hurried trips to the store.

GAMES FOR PARTIES AND FOR GROUP PLAY—

The child under six years of age is more interested in play materials and in free running and jumping

than in any play with other children that is confined by rules. His ability to co-operate in play will depend on his experience in playing with other children and in the development of such characteristics as unselfishness and desire to help. Even under the best conditions the young child cannot be expected to forget himself and work for the success of the group.

Several objects the same or similar that can be used by several children at the same time, will save the irritation caused by having to wait inactive for turns. A social feeling is developed by doing the same thing at the same time and some adjustments will be made through exchanging different play material.

Picture puzzles may be made by pasting pictures on cardboards and cutting into three or four pieces for the pre-school age child or into several intricate parts for a group of older children.

A few phrases of familiar songs may be played for the children to recognize. A verse may then be sung by all. The unity of action especially with music develops a spirit of co-operation. Clapping the hands, skipping, and rocking dolls to sleep will be enjoyed by younger children.

Stories may be told that will suggest activities as stories of the postman, grocerman (see *The Nursery Class of the Church School* by McCallum) or fireman (see page 99). The story, "The Teeny Tiny Pony," page 90, is simple enough in plot for five-year-old children to dramatize, but the negative action of the children pushing should not be impersonated.

Objects as peanuts or favors may be hidden. Sug-

gest that as soon as one or a certain number are found, to return and join in another game while others continue to hunt.

Games of skill or muscular control as trying to throw a ball in a basket, a bean bag through a hoop, jumping over a line, or fastening material in a certain place while blindfolded should not be presented to the young child with the thought of competition or to win a prize. The child plays for the joy of the activity and the successful and the unsuccessful should be treated alike. Although competition enters as an incentive at about seven years and the child feels satisfaction in excelling, this satisfaction and the joy of the game should not be complicated by material prizes that may encourage unfairness, or at best bring disappointment to the rest of the group. Games as marbles played for keeps are not so much wrong from the sense of gambling as that nervous strain and extreme excitement are often caused and the play spirit is destroyed. There is danger in encouraging the child to depend upon artificial stimulation in his play.

Assignment and Discussion

Which is of more value to the child, a mechanical sand dump or a pulley, bucket, and small car that would be of equal cost?

Why are parties with prizes and group games harmful to the young child?

Make a graded list of toys for children. Refer to lists in *The Manual of Play,* by Read, *The Pre-School Age,* by Kamm, and *Permanent Play Material,* by Garrison.

CHAPTER V

THE CHILD'S NEED OF STORIES

THEME FOR DEVOTIONAL.—The value of beauty in material, thought, and action.

Whatsoever things are true, whatsoever things are honorable, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.—Philippians 4:8.

Let us resolve to look for beauty each day, in the world about us, in the lives of our friends, and in our children; and resolve to refrain from complaints and from experiences that will present the unbeautiful and undesirable in any form to our children.

Every child loves stories if they are selected to suit his interests and development and are presented in an attractive way. If they are forced upon him when he is uninterested he may come to feel that they are a lesson or lecture. Often the child who is very active or whose interest is especially great along mechanical lines will show less interest in stories. Some children's development in certain lines is slower than in others. Ability to enjoy stories will be helped through the early use of short rhymes and plays and brief stories of pictures and through intelligent conversation.

THE NEED OF INDIVIDUAL ATTENTION—

The mother in the home can meet the little child's need in stories better than any group for story telling.

The effectiveness of the story told to any age is decreased if the group is so large that the children feel that they are not being talked to personally, and with very small children this feeling cannot be given if the story-teller has to turn her face to look at other children. When something is said that interests a little child he comes close to the one who is talking. He seems to need the physical nearness of the speaker to understand well. Even adults are not likely to be confidential to any one some distance away.

As the story for the little child must be selected to fit his immediate interests and must be within his own experience and presented to him in words he understands, the parent can meet these conditions better than any one else could. One child often asked, "Mother, what did Daddie say?" in order to have an explanation in words he understood. Even simple words familiar to one child may not be familiar to another.

Although stories naturally increase the child's vocabulary by the repetition of words partly familiar and by the use of words in ways that clarify their meaning, definitely using unfamiliar words for this purpose should be avoided. They may cause lack of concentration and interest by arousing irrelevant questions. It will be better to familiarize the child with words first in conversation.

After the child is about seven years old, he will be able to read some of his own stories but there will still be need for stories told or read to him.

DEVELOPING SYMPATHETIC UNDERSTANDING BETWEEN MOTHER AND CHILD—

When a story is enjoyed with a child sympathy and understanding develop and the child is in a confidential mood and ready to receive helpful suggesmother should fail to take advantage of this opportions aside from those included in the story. No tunity.

LIMITING THE NUMBER OF STORIES—

Stories may become so popular that there will need to be a limit placed on the number told. It is much better for the child to carry out some activity suggested by a story rather than to hear another story immediately.

It needs to be observed whether or not the demand for stories is only a means of getting attention. To some children it may be necessary to say, "We have had one story today, we cannot have another until it is time for your nap," and then suggest some activity.

INTENSE DRAMATIC EFFECT NOT NEEDED—

The mother may not realize how simple story telling should be for the little child. She may be discouraged from the attempt by believing that it must be elaborately dramatic to be successful. But a little child's story should not be overstimulating. There should be no nervous excitement or forced en-

thusiasm, only a sincere interest and appreciation and enjoyment in the things that appeal to the child. There will often need to be make-believe and wonder expressed over what to the adult would seem trivial. All things related to the senses, as sound, smell, size are important to the child and should be given importance by the adult.

Any mother with a little instruction or study can learn to meet these requirements.

STORIES RETOLD BY CHILDREN—

The child should be encouraged to retell familiar stories as it aids his ability in expression. However, the feelings and thoughts aroused by the story or the effect of the story as a complete picture should not be ruined by drilling on the story, insisting on the child repeating parts omitted, or questioning the child in a prying method to find what is remembered. The details the child remembers are in no way a test of the value of the story to him.

SELECTING STORIES FOR CHILDREN—

It is important that story material be selected to fit the child's needs and interests rather than merely using whatever happens to be available.

Good stories help to increase the child's vocabulary, develop ability to concentrate and to visualize the spoken word, develop sympathy, give knowledge, broaden experience, build up ideals and guide conduct. The kind of stories a child hears also affects his selection of reading material when he is able to read for himself. But any of these values must come into the story in a natural way or the story will be

turned into a forced lesson and so could be of little value, possibly turning the child against the thing we wish him to have.

Tests for stories.—In the principles that guide in the selection of stories the first and most important test must be that the child enjoy it. If it cannot pass this test it is useless as a story. But the child's enjoyment must be wholesome and aid in building up right ideals. Enjoyment of morbid, sad or cruel things should not be encouraged.

The second test is that it be good literature. Good English within the child's understanding, beauty and rhythm in the choice of words and phrases, short sentences, and thoughts clearly expressed are requirements in good literature for children. Moralizing, an unnatural situation, or information that is tacked on, places a story out of the class of good literature.

The survival of the fittest has selected the best in literature; but this again needs selection for children, considering carefully their needs and interests. Old fairy stories, myths, and folk tales were the literature of primitive man. When they were outgrown by adults they were left to children. Although they contain much that appeals to children, it would be better for these features to be included in stories within the experience of the little child and most of this type of literature left until the child is more familiar with his world and able to appreciate something more than literal meanings. There are some folk tales that meet the small child's needs but many of these should be adapted. Often a

child's favorite book is *Æsop's Fables.* The beautiful illustrations in the best editions would charm any child, but a little child could get nothing but a negative thought of selfishness from the fable of "The Dog in the Manger" and when an explanation of a symbolic meaning is attempted the child is confused and often gets wrong ideas.

This problem carries into the third test, that of grading or selecting stories according to the child's development. The child's apparent interest will not always be the final test in grading. The child may continue to question and ask for a story merely because the queerness in the situation puzzles him or it may be a fear that worries him. The average child is so eager for something that he takes whatever is given, not knowing that there are other stories he would prefer. Often a very little child is so anxious for attention from adults that he is glad to have anything read whether it has any meaning to him or not.

The first stories for the little child must be of his own world and the things he enjoys, such as his food, his toys, and his pets. Not all the things that may be around him every day are really in his world, only those things with which he has something to do or that do something that attracts his interest.

Before the child can concentrate long enough for a real story, picture talks and incidents should be told in an interesting way. Happenings in the child's own day may be retold in vivid detail: as, how father goes to work, what the child has for breakfast, what he plays, and where he goes.

The average child is ready at about three-and-a-half or four years of age for the story with a real plot although it should be a simple one for all the years of early and middle childhood. These stories may deal with the relationship of two known things as the clothes the child wears and the sheep he sees in the pasture, of animals, and of children whose experiences are similar to his own.

Not until about the age of six can the average child appreciate stories entirely different from his everyday life. Although he then wants to hear of what is new and strange it still must have relationship to his own interests. He may be greatly interested in the happenings in foreign lands but the children there hold a greated interest for him than the occupations of the adults, and he continually comes back to his own experience for comparison.

The effect of the story upon the child's religious development must be considered along with the other requirements. If the story did nothing more than give wholesome enjoyment it would help religious nurture; but sometimes a story that is good in many ways may contain an element that is not helpful, as in the story of the kitty with the black spot on his nose. Because the mother cat kept trying to wash the spot off the kitty ran away and found a new home. This might not only suggest running away but does not aid in building up the idea of parental care and family love which is the first step toward an understanding of the heavenly Father's love and care.

There may not be many stories found in one book that meet these requirements and it will be helpful to keep a file of stories secured from various books and magazines. Often only a brief outline will be needed to reconstruct the story. A few phrases of the beginning, a note about each happening and the character in it, the exact words of any rhyme or repetition, and the few words of the ending will be sufficient with a little practice and attention to the things that appeal to the child.

One study group of mothers helped each other by exchanging stories. They also had copies of a few typed at small expense. Illustrations were found in magazines to fit many of these stories.

ADAPTING STORIES—

Many stories will be found that have some elements that may meet the child's need while the value of the story is ruined by long descriptions, unfamiliar words, or unwholesome ideals. Adaptations may be made by leaving out objectionable parts and inserting the characteristics that appeal to the child.

There should be no questions to break the thought or doubt expressed as to how things happened. All action should be definite and of a certain time rather than happening every day. Any action or description that does not lead the action of the story farther should be omitted or connected directly to an important character. For istance, instead of starting a story, "Once there was a miller," and digressing, "Now a miller is a man who—," make the action about this particular miller by saying, "He ground wheat into flour in a big machine," etc.

The phrase, "a long time ago," does not have an appeal to the child under six except to suggest that a story is coming. After this age the child is interested in the long ago and the far away but he has lost interest in the repetition of the same stories; and so a less familiar phrase and one of more action for the introduction will have a greater interest appeal.

All stories should present desirable action in the positive. Where the negative is needed for comparison it should not be emphasized in telling.

BIBLE STORIES—

The most effective way to present Bible material to the child is through stories. But the child must be able to feel himself as a character in a story before the message of the story can really influence his life and there are not many Bible characters who have story experiences that are at all similar to a little child's. However, it is more important for the child to build into his life the truths in Christian living that Bible characters have given than it is for the child to learn facts about them. A Bible truth put into a story setting similar to the child's own experience will help to make that truth a part of the child's life. A story of this type will be worth much more to the child than learning facts which could be of value only with adult experience and which the child cannot retain permanently unless he learns them thoroughly after he is nine or ten years of age. For instance the words, "God created the heavens and the earth," will not have much meaning to the child who has no conception of what the earth is;

but this truth put into a child's experience of some certain thing growing and making a gift for him as God, the heavenly Father, planned will develop an apreciation that will continue to be an influence long after exact words are forgotten.

All the valuable stories of Bible characters and many stories presenting Bible truths graded to meet the child's needs in religious development are included in the church school courses for children. Those recently published have the best art used in the illustrations, and if the story leaflets issued for home use with these courses are bound into booklets the parent will have a better collection of material than is available in book form. "The Book of Life" and "The Master Library" are sets of books of biblical material and each set contains a volume for children learning to read. There are a number of books of Bible stories valuable for the child at about nine years of age.

Assignment and Discussion

Why is it necessary for those especially concerned about the child's religious development to make a more careful selection of stories than when the emphasis is placed upon the cultural value alone?

If an activity is suggested by a story, should the child's play be limited to the action in the story? For instance, after playing store is suggested by a story, should the child be reminded as to what the story character did next, or should he be encouraged to think of ideas of his own to use in playing store and the story incidents used to enrich his own ideas?

Name several values of stories.

What is the effect of an intensely dramatic story upon a young child?

Is it helpful to show strong emotional feeling in telling a story to young children?

What is the special danger of exciting stories at bedtime? Would a story that had been heard frequently be better at this time?

If a child wants to copy the action of the less attractive character in a story, would you consider it necesary to omit even negative suggestions used for comparison from all stories or does this suggest an attitude of the child to want to gain attention in this way, which is merely the result of wrong management?

Suggest ways of interesting a child in reading for himself: as, reading part of a story to a child and encouraging him to read and tell the remainder to you; selecting books that contain things of special interest, as simple stories of inventions for the boy with mechanical interests; or selecting material that is not so extensive or difficult as to be discouraging.

What are some of the dangers of a child reading a very great amount of his free time?

CHAPTER VI

STORIES FOR TELLING AND FOR ANALYSIS

THEME FOR DEVOTIONAL.—Divine motherhood.

Read Luke 2:8-20. (This Scripture may have fresh appeal if read from a recent American translation; or the story of the birth of Jesus may be told as given to little children. See "When Jesus Was a Baby," in *The Nursery Class of the Church School,* by McCallum.)

Copies of paintings of Madonnas and an analysis of the reason of various interpretations given by artists may be used with this material. Writers on art give such classifications as the enthroned Madonna—showing a recognition of superiority by the exalted position above the other figures in the paintings; the Madonna of the Heavens—expressing an attitude toward the Madonna close to worship; the Madonna in outdoor scenes, and the Madonna in domestic scenes—showing a less exalted feeling (although German artists who were the first to present this interpretation considered the woman in the home the highest type of womanhood).

The Madonna in Art, by Hurll, gives various classifications of Madonnas with illustrations. A very inspirational description of "The Sistine Madonna" is included in this book.

If good copies of the pictures in colors are not available, small prints may be secured for a few

cents; or illustrations included in picture catalogues will aid in the recognition of the different types.

The Teeny Tiny Pony

A teeny tiny pony lived in a teeny tiny yard, with a teeny tiny fence around it. A teeny tiny man took care of the teeny tiny pony. He brushed and cleaned the teeny tiny pony's coat. He put some teeny tiny harness on the teeny tiny pony. He fastened a teeny tiny cart to the teeny tiny pony.

Then the teeny tiny man led the teeny tiny pony to the teeny tiny gate. There stood some boys and girls. "O I want to ride first, I want to ride first," they all cried at once. The teeny tiny man shook his head and said, "We don't take boys and girls for rides who fuss and push that way."

The boys and girls were sorry they had acted that way. They were all quite still for a minute, then the biggest boy said, "We want Ted to ride first. He hurt his foot on a nail. He can't stand and wait like the rest of us can."

Ted went through the teeny tiny gate. He climbed into the teeny tiny cart. Then the teeny tiny pony went step, step, step, step, step, step, step, step, all around the teeny tiny fence. When Ted came back to the teeny tiny gate, the boys and girls said Jane was to ride next. Jane was so little she couldn't even see over the teeny tiny fence. The teeny tiny man had to help her into the teeny tiny cart. Then the teeny tiny pony went step, step, step, step, step, step, step, step, all around the teeny tiny fence.

The teeny tiny pony went step, step, step, step, and took every little boy and girl for a ride. When the bigger boys and girls rode, the teeny tiny pony went tritity-trot, tritity-trot, tritity-trot, tritity-trot, O so fast. Soon all the boys and girls had a ride. —*Storyland.*

The Little Brown Rabbit

A little brown rabbit went hippity-hop, hippity-hop down the road to find a garden. Soon he looked in at a gate. He saw some green cabbages and some green lettuce. But the little brown rabbit heard a noise. He sat up and lifted up his ears. He listened and he heard, "Meow, meow, meow." So the little brown rabbit went hippity hop, hippity hop on down the road to find a garden.

Soon he came to another garden. He looked in at the gate and he saw nice green cabbages and nice green lettuce. But the little brown rabbit heard a noise. He sat up and lifted up his ears. He listened and he heard "Bow wow wow." So the little brown rabbit went hippity hop, hippity hop on down the road to find a garden.

Soon he found another garden. He looked in at the gate and he saw nice, nice green cabbages and nice, nice green lettuce. But the little brown rabbit heard a noise. He sat up and lifted up his ears. He listened and he heard, "O Mother, come and see the pretty brown rabbit." So the little brown rabbit went hippity hop, hippity hop into the garden. The little girl gave him cabbage leaves and some lettuce leaves and the little brown rabbit ate them all.

Then the little girl gave him a tiny pan of water and the little brown rabbit drank it all. And he stayed and lived in the little girl's garden.—*Story-land.*

The Milkman

Tritity-trot, tritity-trot, came a horse down the street. The horse pulled a wagon behind him. Rumble, rumble went the wheels on the street as round and round they turned.

Step, step came the horse until in front of a house he stopped. It was the milkman's horse and wagon. The milkman jumped out of the wagon. He carried a bottle of milk up to the house, then he hurried back and jumped into the wagon.

Step, step went the horse. Round and round turned the wheels. Then faster tritity-trot, tritity-trot until they stopped in front of another house.

The milkman left another bottle of milk. Then on up the street they went until every one had milk for breakfast.

A Story of a Cloud

A soft white cloud was floating slowly across the sky toward the sun. The sun was going out of sight behind the hill and after it could not be seen any more, it still shone upon the cloud up in the sky and made its snowy whiteness turn to beautiful red and yellow colors.

"O see the lovely cloud!" cried the children at play. While the children stood watching it a big dark cloud came rumbling and tumbling up across the sky toward the beautiful cloud.

The wind began to blow strong and cold and the beautiful cloud lost its colors and went sailing high up over the children's heads. It soon became so cold and heavy it could hardly sail.

Nearer and nearer came the dark cloud rumbling and tumbling, until it was right on the white cloud and then, it bumped right into it. Crash! Bang! A light spread across the sky. Flash! Flash! Then rumble, rumble came the thunder. Soon splash, splash came raindrops spilling out of the cloud. Down they came tumbling one after another on the ground, and on the children at play sending them scampering into the house.

There from a window the children watched the raindrops making puddles in the street.

When the rain was over the children went back to play. They could not see the beautiful cloud but they waded in the water that it had sent to them.

The Clock That Learned To Be Dependable

"Tick-tock, tick-tock," said the clock all day long. It stood on the table saying, "Tick-tock, tick-tock," while its hands turned slowly round and round pointing to each hour. The clock told everyone the right time. It told the mother when it was time to cook the meals, it told the father when it was time to go to work, and it told the children when it was time to go to school. All night it stood on the table saying, "Tick-tock, tick-tock," while everyone else was asleep. Then early in the morning, "Ting-a-ling, ting-a-ling" rang the alarm. The people jumped right out of bed. They knew it was six

o'clock without even looking at the clock, for the clock always told the right time.

One night when all was still and everyone was fast asleep, the clock thought to itself, "I do not see why I should be the only one to stay awake all night and work, just to tell the people the right time. I believe I will quit."

Six o'clock came and the people slept on and on, for there was no ting-a-ling of the alarm. At last the sun shone in the window right into the man's eyes. He jumped up and hurried to the table to look at the clock. The hands were pointing at twelve o'clock. The man picked up the clock and listened but there was not a sound, "Wife," he called, "this clock is no good. I wish you would throw it out. There is no use keeping a clock you cannot depend upon. I will buy a new one."

Then how every one did hurry!

That day the woman threw the clock on the ashes, and the ashes were carried to the dump. There the clock lay all that day and the next day and the next, until its shiny sides were becoming rough and rusty. It thought to itself, "I wish I had my home back, I would be careful to tell the people the right time."

That evening a boy came running across the dump. He saw the clock lying there in the ashes. He thought, "O, an alarm clock! Just what I have been wanting. I wonder if it will run." He picked it up and gave it a shake. The clock tried so hard to tick but there were ashes in the wheels and it could not make a sound. But the boy carried it home. "Maybe I can fix it," he thought.

When he reached home he called, "Mother, see what I have found." "What is it, Dick?" she asked. "An alarm clock. It won't run but maybe I can fix it," he answered.

Dick wanted an alarm clock so very much. His father had been sick for a long time and could not work so there was not much money to buy the things they needed. Dick had planned to sell papers to make some money, but he could not get up early enough to sell them before school time, when he did not have an alarm clock to waken him.

"I am going to fix this clock and then I can go every morning to sell papers," said Dick. "You do not need to sell papers, we will manage in some way without more money," his mother said. "You are so dependable, are so much help and comfort to us even if you cannot make money."

But Dick was sure he could fix the alarm clock. He took the back off and very carefully lifted out the wheels. He cleaned every wheel. Then he put a drop of oil on the place where each wheel turned. Then he fastened the wheels back in the case and gave the clock a little shake and, "Tick-tock, tick-tock" it sang. "O mother, it runs!" cried Dick.

That night Dick wound the clock and set it on the table beside his bed. The clock thought to itself, "The lady said this boy could be depended upon. I am going to be that way too." So all night long the clock said, "Tick-tock, tick-tock," and early in the morning, "ting-a-ling, ting-a-long" went the

alarm. Dick jumped up. "I knew that was a good clock," he thought as he hurried to get ready to go sell papers.

Ever afterwards the clock was glad to help by telling the right time.—*Storyland.*

The Bob White Family

The Bob White family was entirely too large for its home. The nest made in a round hole in the ground beside a bunch of grass, was quite large enough for fifteen eggs but fifteen baby birds could not very well sleep one piled on top of another.

Mother Bob White called her children together and said, "Now you are going out into the big wide world with me to look for something to eat. But before Bob Whites leave their nest in the ground, there are many things they need to know. The only way for them to learn is to listen to their mother for she is older and wiser."

"Now before we go, tell me, 'What are your two bright eyes for?' "

"To see with," fifteen Bob Whites answered together.

"What are your two good ears for?"

And fifteen Bob Whites answered together, "To hear with."

"Then," said Mother Bob White, "see that you use your eyes to look and your ears to listen all the time. And whenever I say, 'H-sh-sh' it means for you to squat right down where you are and pretend you are a bunch of leaves or sticks. You know your coat is spotted brown and white, on purpose

so you will look the same as the leaves and sticks. And no one will see you, if you are still. Now let's be on our way. It is the early bird that catches the worm."

So fifteen baby Bob Whites followed their mother out into the big world. Mother Bob White showed them the best places to find seeds and worms. Every time she called "Cluck-cluck" fifteen Bob Whites would come as fast as their legs could carry them and that was quite fast. Indeed their legs moved so quickly they seemed to slide along.

Soon they came to a road. "Now we must be careful" said Mother Bob White. "Lots of people pass on this road. We must use our eyes to look and our ears to listen before we go across."

So Mother Bob White looked and listened and fifteen little Bob Whites looked and listened. "I think it will be all right now, if we hurry," said Mother Bob White. So they all did hurry except the smallest Bob White, and he saw just one more seed that he thought he must have, before he left; so he was the last one to start to cross the road. Before he was across a big green automobile came racing down the hill in a cloud of dust.

A boy was in the automobile and when he saw the smallest Bob White he cried, "O see the funny little bird. How funny it runs! It slides along as if it were on wheels." But the smallest Bob White didn't think it funny. He was nearly scared to death and wished he could run faster yet. He just did get across the road in time and his eyes were so full of dust he could hardly see.

"You'll get hurt if you act that way," said his brothers and sisters.

The fifteen Bob Whites followed their mother more closely than ever, into a field. Here there were so many seeds, they ate and ate until they could hardly walk. So they all huddled down by a bunch of grass, for a rest and a nap.

But they didn't even get one eye shut before they heard the most terrible noise. It sounded like the green automobile only worse. A big black shadow huddled over them and just above their heads was the biggest monster they had ever seen. Mother Bob White was frightened too, but she stayed perfectly still. The monster sailed on and glided to the ground on the other side of the field.

"Dear me," said Mother Bob White, "I should think things like that would stay in the road where they belong. How is a mother ever to raise such a large family if such things run around in the field too. O dear! Here is more trouble."

Some boys had heard the aeroplane and were running toward it across the field. "O, they will surely run right over my babies," Mother Bob White cried. With a "sh-sh-sh" to the little Bob Whites, she flew a little way to one side and then fell to the ground.

Now the little Bob Whites were very frightened, but they didn't call, "Wait for me, I want to go with you," as some children might, but they kept perfectly still as their mother told them, without asking any questions.

The boys saw the Mother Bob White and thinking her wing was broken, they tried to catch her. She hopped along on the ground with her wing dragging. When the boys were almost upon her, she suddenly sailed high into the air. "Well, that is queer," said the boys. But they hurried on to see the aeroplane without knowing that the Bob White had wanted to make them think she was hurt, just to get them away from her babies.

When the boys were gone, Mother Bob White went back to her frightened family. Then as quickly as they could they all slipped back to the bushes at the edge of the field. "We'll just have to stay here most of the time," said Mother Bob White. "Don't worry, Mother," said the baby Bob Whites, "we'll be very careful to do just as you say and we'll be all right."

The fifteen Bob Whites were careful, and they all grew up and learned to fly and to sing, "Bob-White, Bob-White" just like their mother.—*Storyland.*

A Night at the Fire-Station

"When am I going to stay all night at the fire-station?" asked James. "Why not go tonight?" his father answered. "O, good! good!" cried James.

James's father was a fireman and he had promised to take James with him to the fire-station to stay all night. James had wanted for a long time to go and now he was going tonight. He could hardly wait to start.

When the time came to go, they told his mother good-bye and waved to her again as they went up the hill toward the fire-station.

James had often taken his father's lunch to him so he knew many of the firemen. They were glad to see James and told him all the things he wanted to know about the fire-engines. "Tell me about the big pole," asked James. "You want to hear about that every time you come," said one of the firemen. "Why not play it this time?" "O Father, could I?" asked James. "Yes," his father answered. "I'll stand here at the bottom as you come down."

So James and the firemen climbed up the stairs to the room above where the firemen slept. There close beside the beds James could see the top of the pole. The fireman helped James put his arms and legs around the pole. "Now you will get down quicker than waiting to walk down all those steps," he said. Then James began to slide. Faster and faster he went until he slid right into his father's arms. "Get out of the way," called the fireman from above, and then he too slid down the pole.

When it was time to go to bed, James placed his clothes just like he saw the firemen arrange theirs so that they could dress quickly if there should be a fire in the night.

Toward morning when it was beginning to get light the fire bell rang. James heard it and he was out of bed and into his clothes as quickly as any of the firemen. He waited to go down the pole until all of the firemen were down because he knew he must not be in their way. When he slid down the pole, his father lifted him to the hook and ladder wagon to ride beside him.

With a clang! clang! out into the street they went. Then down the street so fast and with so much noise.

"There's the fire," cried one of the men. James could see the smoke and sparks flying from the top of a house. Soon they stopped beside it. The firemen quickly fastened their big hose to the water plug and then the water went in a large stream to the top of the house. As James was watching the water splash on the house, he saw a little boy come running down the walk crying, "I want my dog. He's upstairs and he'll get hurt."

James's father was standing near, "I'll get him for you," he said. "Show me the window where he is." Quickly the firemen placed a long ladder up to the window where the boy pointed. Then up, up, up the ladder went James's father. He reached through the window and lifted a little dog out and put it under his arm. Then down, down, down the ladder he came to the ground.

The little boy was so glad to have his dog safe. He said, "Thank you, Mr. Fireman. I'm so glad we have firemen." James was glad too that his father and the other firemen had helped so much.

The fire was out now so they all climbed on the fire trucks and with a clang! clang! back to the fire-station they went.

James had many things to tell his mother when he went home for breakfast, about his night at the fire-station.

Stories by a Six-Year-Old Child

Once there was a tube of paste and the paste in the tube was so unhappy because it wanted to get out of the tube. One day a man said, "This paste

is no good. I'll throw it away." So he threw it out of the window. A little boy found it and he squeezed out pieces all over the walk.

Some little birds came along and said, "O look at the nice worms." And they ate the paste and ever since birds' bills and tongues have been sticky.

Once there was a street light and it was so happy. It shown brightly down the street.

One day a tire came rolling down the street and said, "How-d-do, light." When it said, "How-d-do," it bursted and went, boom! The little street light started to say, "How-d-do" to the tire but the tire was gone and the little street light broke something inside when it spoke and it went, boom! too.

The men came and put another one in place of the happy little street light. It was dull and didn't make a bright light.

The little broken street light was thrown away. Some one found it and put something in it so it could go on and off, on and off, on and off, and they put it back in its place and took down the dull light.

The little street light was happier than ever and shown brighter than ever before.

Assignment and Discussion

Tell several stories in class. Grade them, using the suggestions given in chapter v. Of the stories given in this chapter, "The Milkman," grades for

the three-year-old child, when it is in the individual child's experience; "The Little Brown Rabbit" for three- to four-year-old children; "The Teeny Tiny Pony," "A Night at the Fire-Station," and "A Story of a Cloud" for four- to six-year-old children; and the remainder for children six to eight years old.

Ask several mothers to tell the favorite stories of their children. Discuss the possible reasons for the child's interest. Is it a wholesome interest?

When a mother was preparing to read Bible stories to a six-year-old child, he said, "Read me the fighting ones." Was this a wholesome interest?

Does interest in a story that shows worry or confusion suggest that the story is suited to the child's needs?

Why does a little child like to hear stories about things that have happened to him?

Why does a little child enjoy hearing in stories about things with which he is familiar, and sometimes resents being told things that he already knows when they are given to him in an informational way?

Why is the period six to eight called the fairy story age? Why is an extremely fanciful way of presenting a truth often more effective than a realistic story would be?

Books that are enjoyed by the child who is able to read; or the stories may be told to four- and five-year-old children:

Stories of Animal Life, Bass.
Stories of Plant Life, Bass.

By the Roadside, Dunn and Troxell.
Mother Goose Village, Bigham.
The Toy Shop, Lindsay.
Bobby and the Big Road, Lindsay.
New Stories to Tell Children, Bryant.
Millions of Cats, Wanda Gag.

Books that contain collections of stories within the experience of three- and four-year-old children:

In the Story Garden, Lindsay.
The Nursery Class of the Church School, McCallum.
The Here and Now Story Book, Mitchell.

Standard favorites of four- and five-year-old children:

The Tale of Peter Rabbit, Potter.
The Three Bears.
Little Black Sambo.
The Little Red Hen.
The Gingerbread Man.

Books of poetry:

A Child's Garden of Verses, Stevenson.
When We Were Very Young, Milne.
A Child's Day, De La Mare.
Silver Pennies.
I Live in the City, Tippett.

Stories to be told or read to six- to eight-year-old children:

Stories of Starland, Proctor.
The Star People, Johnson.

Modern Aladdins and Their Magic, The Science of Things About Us, Rush and Winslow.
English Fairy Tales, Jacobs.
Chimney Corner Stories, Hutchinson.
Dutch Twins, Perkins.
Stories of the Red Children, Brooks.
Outdoor Adventures, Shirling.

Some of these may be read by third-grade children.

CHAPTER VII

THE CHILD'S NEED OF PICTURES

INSPIRATIONAL READINGS FOR DEVOTIONAL.—For I say, through the grace that was given me, to every man that is among you, not to think of himself more highly than he ought to think; but so to think as to think soberly, according as God hath dealt to each man a measure of faith. For even as we have many members in one body, and all the members have not the same office: so we, who are many, are one body in Christ, and severally members one of another. And having gifts differing according to the grace that was given to us, whether prophecy, let us prophesy according to the proportion of our faith; or ministry, let us give ourselves to our ministry; or he that teacheth, to his teaching; or he that exhorteth, to his exhorting: he that giveth, let him do it with liberality; he that ruleth, with diligence; he that showeth mercy, with cheerfulness.—Romans 12:3-8.

Brethren, even if a man be overtaken in any trespass, ye who are spiritual, restore such a one in a spirit of gentleness; looking to thyself, lest thou also be tempted. Bear ye one another's burdens, and so fulfill the law of Christ. . . . And let us not be weary in well-doing: for in due season we shall reap, if we faint not. So then, as we have opportunity, let us work that which is good toward all men, and especially toward them that are of the household of faith.—Galatians 6:1-2, 9-10.

VALUES OF PICTURES FOR CHILDREN—

The suggestion that we have a picture to show always arouses a child's interest and much that is worth while may come through pictures.

Beauty may often be missed because of activities that detract but when set apart in a picture it may claim the child's full attention.

We know that "the appreciation of beauty tends to beautify the soul," but in helping the child to appreciate the beautiful we must consider his limitations. A quiet scene appeals to the adult because of the peace and rest it suggests but the little child is interested only in action. No matter how artistic pictures may be if they contain no action of compelling interest and especially if they are hung above the child's height they may merely cause the child to think that such things can have no interest for him. Pictures of this kind in the home may be brought into the child's world by making it possible for him to see them closely and by suggesting activities that might happen, such as play in the snow, or a walk and lunch under the trees. Pictures selected for children to develop their appreciation of beauty should be of interesting activities expressed in beautiful lines and harmonious colors.

There is no more wholesome influence possible for the child than an interest in the things in the outdoor world and pictures of birds squirrels, butterflies, and flowers add greatly to his appreciation of beauty and interest in the activities of nature.

Pictures of activities that provide material for the

home will develop the child's understanding and appreciation of what is done for him.

Pictures of activites of children will be imitated and thus suggest constructive occupations and desired conduct in an effective way.

Pictures will also present information clearer to the child than any explanation could be made. This value, however, is often given too much importance during the early period of childhood. Spontaneous joy and appreciation is dimmed by teaching the child to repeat mechanically information that does not meet his present needs. Recognizing the pictures of historical characters is of no value to the little child as the names mean nothing to them. Six-year-old children, after having the stories of Washington repeated many times were then asked, "Who was Washington?" The answer given was, "Washington was the first man." A seven-year-old child asked who Abraham Lincoln was and then answered his own question, "O yes, I know. He was Jacob's grandfather." Pictures for the pre-school age should not be used to give adult information.

Pictures that give wholesome humor have a real value but there are few that can be appreciated by the little child. Even the picture of a queer long-necked rooster cannot seem comical to the child that is not well acquainted with the proportions of the real fowl, it will merely present wrong proportions to him. True to life pictures of birds and animals will give joy to the littlest child and animals doing unusual and surprising things will be appreciated by four- and five-year-old children.

All pictures that develop appreciation and give wholesome enjoyment or suggest desired conduct have religious value. The Bible pictures must be of activities similar to the experiences of the child.

IN THE CHILD'S ROOM—

A piece of cork composition board about 3x4 feet painted black on the side used for a blackboard and the other side used for placing pictures, will be a valuable addition to the child's room. The side for pictures and a narrow molding on the edge may be finished in a tone to harmonize with the room.

If wooden headed thumb tacks are provided the child will enjoy fastening the pictures himself. A picture may sometimes be placed before the child wakens to present a happy thought to start the day pleasantly. It may suggest an activity planned for the day.

The pictures should be neatly mounted. If floor wax is applied over the picture and mounting and then lightly polished it will give protection from moisture and dirt.

A hand-tinted copy of Plockhorst's "Christ Blessing Little Children" and either "The Spring Song" by Glucklick or one of Jessie Wilcox Smith's pictures of children, such as "Playmates" or one of the set of large *Nursery Class Pictures* published by the Bethany Press, may be framed as permanent pictures for the small child's room. Even though the same pictures are used in the church school the little child will appreciate them all the more if he has them in his home.

After the child is about eight years old, "The Boy Christ" (at twelve years) by Hofmann will be appreciated. If "Christ in the Garden of Gethsemane" by Hofmann is not in a very large and distant reproduction, the agony in the face of the Christ will not show and the picture will only suggest to the child that Jesus is talking to the heavenly Father; and so it will be valuable to all the family.

GAMES WITH PICTURES—

Pictures if mounted so they will stand alone may be used in games. A prop may be fastened at the back of the picture or a piece of cardboard may be creased across the center and pictures of similar subjects mounted on each side. Pictures of animals especially will be used in many games portraying the farm, the zoo, or a parade, according to the child's experience. Pictures are more realistic than the celluloid toys often used in this way and if the child helps in mounting the pictures it will encourage initiative and resourcefulness.

Pictures mounted on stiff cardboard may be leaned against the wall or placed in a window for the child to find certain ones at the direction of the mother as she goes about her work. The child may be asked to select all the pictures that contain a certain color or to find a picture of a redbird, or a bluebird.

Pictures mounted singly are easier for the small child to handle than books, but holes may be punched in the side of the mounting so that the child may make a book by tying two or three of the cards together with a short shoestring. A box the same size as the pictures should be provided. The child will

enjoy placing the pictures in this and will be encouraged to care for them.

A child enjoys playing he is some one in a picture and doing the activity they are doing. He may also arrange flowers or objects to appear like a picture.

Children enjoy making pictures of their own to place beside another picture, but they should not be expected to copy a picture or another's drawing. The value is not in the finished picture but in the development of the child, and the more independently he works the greater that will be.

The six- and seven-year-old child enjoys cutting out pictures to use in play activities as cutting out furniture to equip a doll house. The colored advertisements in magazines are often very good art and it will be of value to encourage the child to discriminate in the artistic beauty of the pictures that they select for their play.

All these activities will develop the child's appreciation of pictures.

PICTURES AS BASIS FOR NEW STORIES—

Children often say, "Read this picture to me." Talks or brief stories telling of the action in a picture will be enjoyed before real stories can be appreciated. Pictures used in this way should contain action but an activity may be imagined about any picture that happens to be seen by the child.

The following story is an example of how the picture of a wooded scene in the child's home may be the basis of the story: Some sunshiny day we will get ready to go for a walk. We will find a basket. We will put some bread and butter in the

basket. We will put some apples in the basket. And we will put some cookies in the basket.

Then we will carry the basket and we will walk and walk and walk until we find a little path under the trees like this. Then we will go step, step, step down the little path.

We will look in the soft green grass and we will see a pretty yellow flower—snif—snif—snif. It will smell so sweet.

Then we will walk down the path. We will hear a bird sing,

"Tweet twee, see, see,
My nest in the tree."

We will look up in the big tree and we will see a wee round nest. And the wind will blow the nest rock-a-bye, rock-a-bye and rock the baby birds to sleep.

Then we will walk and walk on down the path and maybe we will see a little brown squirrel running round and round a tree. We will play, "Peek-a-boo, I see you," for when we go on one side of the tree he will run around to the other side.

Then we will sit down on the soft green grass. We will open our basket and we will eat the bread and butter. We will eat the apples. We will eat the cookies.

Then we will come home back down the little path and up the street to our door. We will come through the door into our house. And we will be so tired we will close our eyes and go to sleep just like the little birds in the tree.

THE USE OF PICTURES TO ILLUSTRATE STORIES—

When a picture is shown to illustrate a story, the child should be allowed to make his own interpretation. If a story of Betty taking flowers to her grandmother has been told we will not show a picture to illustrate this and immediately explain, "This is the little girl. What did I tell you her name was?" and so on, probably ending with "Don't you wish you could be a nice little girl like that?" but we will merely let the child enjoy the picture and even if he makes no comment we will say nothing more than, "Doesn't the grandmother look happy?"

A PICTURE EXHIBIT—

An exhibit of pictures for illustration and analysis will be interesting in a study group to present the requirements of pictures for children. Beside the pictures mothers and teachers have collected from various sources and the framed pictures and picture sets from the children's classrooms, some pictures may be borrowed from an art shop. Classify them and arrange in groups on tables or fasten to strips of tape with paper clips. Such grouping may be used as: (1) pictures of special value in developing appreciation of beauty; (2) outdoor pictures; (3) pictures of service performed for the home; (4) pictures of children's activities; (5) informational pictures; (6) humorous pictures; and (7) religious pictures.

Number each group and give all the members of the class a sheet of paper with the following questions to answer about each of the seven groups: (1) Which picture do you like best? (2) Which

picture do you think your child would like best? (3) Are there any pictures in this group not suitable for children under four years of age—under six—under nine? These comments may then be discussed.

Discuss and analyze some of the pictures with the following tests used as a guide:

1. Is it good art? Are the colors harmonious and true to life? Are the figures in proportion and are they natural and graceful?

2. Is the printing clear in outline and are the colors properly applied?

3. Does the content of the picture meet the child's need? Is there interesting action? Will the action be helpful for the child to imitate? Will it give the right impression? Does the picture suggest happiness? Does it develop appreciation of the best? Is it suited to the child's development?

SUGGESTIONS FOR GRADING PICTURES—

For the child under four years of age pictures should have only one or two figures familiar to the child, and be on plain background. For the four- to six-year-old child there should still be a lack of confusing detail, only a few distinct figures, and only objects or action similar to the child's experience. After six years of age the child can have a greater variety of pictures. He continues until about the ninth year to take the content of the picture literally and symbolism, as in the picture of Jesus as a shepherd, is not understood. At about the ninth year the story of Bible pictures, how they are made, why we have different interpretations, and

the thought the artist wished to present in certain pictures may be given. Before this time it is not necessary to present to the child pictures based on the same story that have noticeable conflicts.

Assignment and Discussion

Would the picture of one child hiding from another in order to keep from sharing be a helpful suggestion to children?

A child of seven asked to sleep in his mother's room after seeing a moving picture portraying a vicious appearing tramp and his first question on awakening the next morning was, "Do tramps ever hurt people?" Do such pictures affect the average child?

Are pictures portraying cruel acts harmful to children who are not repulsed or frightened by them?

How can we help children to develop such discrimination that they will not care to see pictures presenting cruel or vulgar action?

A recent survey reports eighty-five per cent of motion pictures as presenting extremely emotional love scenes. In what ways are these harmful to children?

Do indestructible picture books help or hinder the child in learning proper care of books?

One parent looked through the comic section of the newspaper before the children awoke and if cruelty or deceit seemed to be condoned the paper was placed in an inconvenient place so that the children would probably not make the effort to find it. Would it have been as effective to have told

the children that the picture was not suitable for them to see? Can you suggest a better solution?

It was explained to an older child that brother was not big enough to know that all pictures were not true and he was asked to help to protect him from the ones that were not good. In what way might this help the older child?

Do you know of children receiving wrong ideas from pictures showing only parts of unfamiliar objects?

Read *Motion Pictures as Teachers,* published by Board of Christian Education of the Presbyterian Church, Philadelphia, Pennsylvania, sent for cost of postage.

CHAPTER VIII

THE CHILD'S NEED OF GOD

THEME FOR DEVOTIONAL.—The need of greater faith.

But if any of you lacketh wisdom, let him ask of God, who giveth to all liberally and upbraideth not; and it shall be given him. But let him ask in faith, nothing doubting: for he that doubteth is like the surge of the sea driven by the wind and tossed. For let not that man think that he shall receive anything of the Lord; a doubleminded man, unstable in all his ways.—James 1:5-8.

In the following passages Paul and David's examples suggest that we may worship at all times and in all places. The more we commune with God the greater faith we will have. "We do not pray because we believe in God, but we believe in God because we pray."—Abbot.

And on the Sabbath day we went forth without the gate by a riverside, where we supposed there was a place of prayer; and we sat down, and spake unto the women that were come together.—Acts 16:13.

When I consider thy heavens, the work of thy fingers,
The moon and the stars, which thou hast ordained;
What is man, that thou art mindful of him?
And the son of man, that thou visitest him?

For thou hast made him but little lower than God,
And crownest him with glory and honor.
—Psalm 8:3-5.

THE NATURAL NEED OF GOD—

The child has a definite need of faith and trust in a higher being. The little child looks upon his parent at first as being all powerful but he comes in time to realize the frailties of the adult and his need reaches on toward the one perfect being.

This natural desire and effort to grow toward God and perfection is sometimes the child's salvation when his influences have not been the best. Often young children who are very lacking in even what a child may have in a beginning of virtues, at a later age gradually change and apparently become all that could be expected of them. This change is probably due to this inner urge, assisted no doubt by some new outside influence.

THE NEED OF NURTURE—

This capacity for religious feeling and the desire for perfection needs to be very carefully nurtured and protected from influences that might destroy it.

Children may be neglected and undernourished physically in their early years and apparently overcome these defects and grow to be adults of average physique. But what parent would deliberately neglect and undernourish a child on the chance that he would outgrow his frailties? Why do we take more risks with the child's inner development where every experience leaves a lasting impression?

GROWTH AND CHANGE ARE IMPERATIVE—

The child must have some conception and some feeling toward all that comes within his experience. It is essential, therefore, that we definitely guide the child in building up a helpful conception and understanding of God. If we do not he may be compelled to receive his ideas from irreligious experiences. Some children never hear the name of God except in profanity.

AN UNDERSTANDING OF GOD MUST BE DEVELOPED NATURALLY—

An ideal conception of God cannot be built up in a few days. It must not be forced but come through continuous growth. Information alone cannot give it; for facts do not influence the child until he has some experience and feeling in connection with them.

The child's questions are an indication that he is ready to begin to form some definite idea of God. He asks, "Who is God? What does he do?" He may ask some things that we think he is not able to understand, or that we are not able to answer. However, "A child's questions indicate his capacity to receive" and all these questions must be given sincere and thoughtful answers. When we cannot answer we must say we do not know in such a way that the child will realize we are not merely evading, and this will aid in helping him to understand the wonderful superiority of God.

The child is not able to assimilate very much at one time, and his questions will serve as a guide to

his needs. If a child does not continue to question it is either because previous questions have not been sympathetically and helpfully considered, or because of the lack of stimulating experiences.

Long before the child asks questions the background must be prepared by experiences in habit formation which will build into right religious ideas; and he should also have the opportunity to learn that his parents have faith and trust in God.

The child's first understanding of God must be brought through experiences and comparisons familiar to him.—New things can only be understood through a comparison to what is already known, and all ideas of things not seen must be made up of parts of past experiences. For this reason the child at first can only conceive of God as a physical being. This should gradually change when the child's experiences make it possible for him to conceive of a spiritual being.

As the child has the experience of love and care shown to him by his parents, he may be helped to know God by comparing this love and care to the greater love and care of the heavenly Father.

The church and the Bible are concrete means of adding to the reality of God for the child, and the understanding that each thing we have is a gift from God is probably the greatest means of making God real, as the child can be vitally interested in only those things that definitely concern himself.

The child is influenced by the attitude of adults and so their attitude will be another contribution to the child's knowledge of God.

LEARNING TO KNOW GOD AS A HEAVENLY FATHER—

The child's first need of God is only as a superior earthly parent—one who always loves, who is always kind, and who is always ready to give help when it is needed. God as an all powerful being may be so far out of the child's experience as to hinder the closer relationship of love.

The young child idealizes his father. One child said to another, "My daddy says it's so, and it is so whether it's so or not." Another child, when hearing that his father was to have the privilege of seeing the President of the United States, asked, "Has the President ever seen my daddy?"

This feeling of the child toward the parent is an ideal basis upon which to build his first idea of God, then when he is older and observing enough to recognize the limitations of the human parent his adoration which becomes worship reaches on to the ideal heavenly parent. Even the child who is not so fortunate in his compulsory choice of parents, realizes what some fathers mean to their children. As he feels the need of such a relationship, God the heavenly Father may be all the nearer and dearer to him because of this lack in his life.

Usually, however, the nearer ideal the relationship of child and parent the nearer ideal will be the child's conception of God. For instance, a lack of reverence is probably a direct outgrowth of a lack of respect for parents. The parent who is sympathetic and kind, but also firm, who punishes not in anger or revenge, but with love and desire to help his child to better future action has guarded against

either the extreme of lack of reverence or a fear of God and rebellious attitude toward Him. If the child realizes that unhappiness is the natural outgrowth of wrongdoing rather than feeling that punishment is a revenge of parents because their wishes were disobeyed, he will be helped to have the right understanding of God's laws.

Also, if the child plays happily in the presence of his parents and does not feel that his actions are being critically watched, he will not resent the thought of God watching over him or that God sees him all the time.

Learning to know God through the Bible and through the church—

As the love of an absent grandparent is made evident through letters, the child may be given messages from the heavenly Father in the Bible. Although the Bible was not written for children and there is not much that can be read to the small child, yet the feeling that the Bible is the heavenly Father's book and that it tells of his love and of the things we should do, will have a very definite influence upon the child. Only the parts that the child can appreciate and receive beautiful and constructive ideas from should be selected.

The church is also concrete evidence of God to the child. It is very important that first experiences in the church should be happy and the child should always be satisfied in activities in the church school sessions.

One child had an unpleasant experience in a church school and developed a fear of the teacher

and of that particular church, crying whenever he was taken within sight of it.

LEARNING TO KNOW GOD THROUGH HIS GIFTS—

Religious feeling and understanding must be connected with every experience that the child has. If this is to be true we must help him to develop relationships with others that will be controlled by religious ideals, and also help him to recognize that all material things are a part of God's world and his plan for us.

There is little value in making general statements of God's goodness to a child. He may not consciously think, "How does that concern me," but his interest is not fully aroused until he feels that it does definitely concern himself. Therefore, the thought of God's gifts in order to be vital to him must come in connection with the things that give him the most joy. It must be remembered that all the things that are in the young child's surroundings are not of vital interest to him. The things that he uses as toys or his food have a real interest, especially at the moment he is enjoying them.

It is better that the child understand that these gifts do not come in the sense of being handed out, similar to the erroneous teaching of Santa Claus's benevolence; but that through the heavenly Father's plan they grow from his gift of life in the seeds. Also his care is manifested in the change of seasons and his gifts of rain and snow are a part of his plan for us rather than being sent at a particular time for some one person's convenience.

The child should not be expected before seven or eight years of age to comprehend the making of the whole world. He has not studied geography and his experience in time and distance is very limited. It is only the things that are in his immediate experience that affect his religious life.

An interest developed in nature that may lead later to a wholesome study and appreciation of outdoor life will be very helpful, but in the early years of childhood it is important only to encourage interest in appreciative observation and not force analytical study.

It is important also not to force the religious interpretation by moralizing or drilling upon it. The result will be much more effective if the thought is given in a natural conversational way. Children often say, "You don't need to tell me that, I know that." They wish to be given credit for what they do know. Ways should be found to recall the connection of the heavenly Father with His gifts in expression of appreciation and in worship rather than to repeat to the child or ask him to repeat information he already knows.

LEARNING TO KNOW GOD FROM THE ATTITUDE OF OTHERS—

The child's first realization of a superior being should come to him in infancy from seeing his parents in the attitude of prayer.

The facial expression and tone of voice when speaking of God will have a definite effect on the child. If there is embarrassment at the mention of God the child will sense it. When any unusual ex-

perience comes to a child he looks to see how an adult reacts to it. If the adult shows fear, enjoyment, or displeasure the child will be influenced to have a similar feeling.

The attitude of adults toward the church will be observed and influence the child. If there is complaint of time or money given to the church or of the way the program of the church is carried on it will affect the child's feelings toward the church. It needs to be remembered that the church is only a large family group and that all share an equal part in it.

The child should also have the opportunity to develop admiration of God-like qualities portrayed in the lives of the adults whom he admires. Only through the building up of such admirations can he truly come to worship God.

LEARNING TO KNOW JESUS AS THE FRIEND OF LITTLE CHILDREN—

It is not possible for the little child to realize the full significance of what Jesus has given to the world in making it a happier place for children, but he does quickly feel that Jesus is the particular friend of little children. The stories of Jesus have special appeal. A five-year-old child said, "Now begin at the first and tell me everything that you know about Jesus." Sometimes adults attempt to do this and confuse the child.

There is no more beautiful story for children than the story of the children going to see Jesus. It is important that this story be heard several times before the child hears the story of the birth of Jesus.

In speaking of the latter story, it will help to clarify the child's understanding of Jesus to use the term, "When Jesus was a baby," rather than "The baby Jesus." "We do not want the children to think of Jesus as a baby now. The story of Jesus loving little children is the more vital story for children and should be given first so that this picture of Jesus may be with them through all the other things they learn about him." (*The Nursery Class of the Church School,* by McCallum.)

The child should not hear the story of the crucifixion before seven or eight years of age. A five-year-old child who had heard this story never seemed to be able to think of anything else when Jesus was mentioned and he always said, "Yes, and some bad men took him and killed him." A child cannot understand that Jesus willingly accepted this plan to help give his message to the world and that he was always superior spiritually to his enemies. When children are given this story, they should not be told that a particular class of people killed him. Jesus said at the time, "Forgive them for they know not what they do," and he would not wish any antagonistic feeling against any one at the present time.

There is danger in portraying Jesus in terms of exaggerated kindness as in the song, "Lowly Jesus, Meek and Mild." At the cleansing of the temple and at many other times in Jesus' life when he met wrongdoing, he was neither meek nor mild. Although Jesus was the kindest of all people he never allowed wrong action. Children often have the idea that their parents are "mean" to them because they

are not allowed to have just what they want. This conception of Jesus' firmness may help the child to understand that his parents are kind even when they are firm in demanding what is best.

Jesus' power and the miraculous side of his life need not be especially mentioned to the pre-school age child as the little child takes everything for granted. It is only Jesus as a friend and example in helpfulness and lovingkindness that he needs at this age. From six to eight is sometimes called the wonder age and the miracles of Jesus have special appeal at that time.

It may be well to leave some incidents of Jesus' life, that even the young child could appreciate, in order that they may have fresher appeal and greater meaning to the child later.

Assignment and Discussion

Read chapter vi, "The Child's Religious Ideas," in *Religious Education in the Family,* by Cope.

Read chapter x, "Religious Growth," in *A Study of the Little Child,* by Whitley. Read in class that part of the topic, "Ideas of God," which gives a desired conception of God.

Give several reasons why it is necessary to answer a child's questions sympathetically.

Recall your own ideas of God as a child.

Report for discussion and analysis comments of children that show their ideas of God. Ask parents outside the class and teachers in the church school for comments of children.

Analyze the following comments as to the probable effect of the child's ideas upon his religious development:

A four-year-old child, to whom was being taught the Bible verse, "He careth for you," cried and said, "I don't want God to take care of me. I want my mother to take care of me." Many other children to whom the knowledge of God's love and care has come gradually have said with great confidence at times when the thought of fear has come to them, "God will help care for me."

Mrs. Mumford in *The Dawn of Religion in the Mind of the Child,* related an incident of a child to whom the idea comes that God is in the room with her, and the child responds, "Open the door and let him out." Another child to whom God was not a stranger took much comfort in the knowledge that there was nothing real that he could not see and that no one but God could come in when the door was closed or could be with you all the time.

A child called, "O Mother, come and look. God is coming down out in our back yard." The mother saw a large cloud hanging low that had the general shape of an immense man.

A disobedient child was told that God did not love her when she was naughty and she answered, "I don't care, Santa Claus does."

A four-year-old child said, "A fish swallowed God." The names Jonah and Jehovah probably were confused. All the terms God, Jehovah, Christ,

Jesus, and Lord used for both God and Jesus are confusing to children. Would it not be better to use only the two, God the heavenly Father, and Jesus?

One child thought she could not talk to God because they had moved to another house. Another child thought she could only talk to God upstairs. Is this similar to primitive man's idea that God belonged in one place or to one class of people?

A child of six years of age puzzled for many days over the story of the creation, trying to imagine how it looked when there was nothing here. Finally he said, "Wouldn't it have been funny if God had forgotten and made the trees first? He wouldn't have had any place to put them." Was this thought of a void and only darkness before he was able to comprehend the world as a whole of any value to him?

A child looking at the picture of the Triumphal Entry said that the children throwing flowers to Jesus were angels. In this idea he had missed seeing himself as one of the children and able to show his love for Jesus in song and gifts of flowers.

A child looking at the picture of "Christ Blessing Little Children" asked, "Why did those children go to see Jesus? They are not crippled." Is it not true that many never think to go to God except in trouble?

A four-year-old child said, "I've been asking and asking God for a baby and he don't send it. He must be away on his vacation."

A five-year-old child wanted the Bible read to her and then asked why the people talked that way. The explanation was given that it was the way people used to talk and the child remarked, "Were they not queer?"

A child thought that God was unjust because of the verse, "The sins of the parents shall be visited upon the children unto the third and fourth generation."

A four-year-old child was told the resurrection story and was told that every one would die. The child asked, "Will my mother die?" When told that she would, the child refused to go to the church school for more than a year.

A four-year-old child, after hearing the story of "Daniel in the Lions' Den," asked, "Is there a wicked king in this country that might get my daddie if he caught him talking to God?"

CHAPTER IX

RELATIONSHIP BETWEEN PARENTS AND CHILDREN

THEME FOR DEVOTIONAL.—Family relationships.

For this cause shall a man leave his father and mother, and shall cleave to his wife; and the two shall become one flesh.—Ephesians 5:31.

Hear, O my son, and receive my sayings;
And the years of thy life shall be many.
I have taught thee in the way of wisdom;
I have led thee in paths of uprightness
When thou goest, thy steps shall not be straightened;
And if thou runnest, thou shalt not stumble.—Proverbs 4:10-12.

A righteous man that walketh in his integrity,
Blessed are his children after him.—Proverbs 20:7.

Train up a child in the way he should go,
And even when he is old he will not depart from it.—Proverbs 22:6.

And, ye fathers, provoke not your children to wrath.—Ephesians 6:4.

DIFFERENCES IN VIEWPOINT, INTERESTS, AND PROBLEMS—Because of concentration on the problems that the child causes the adult, it is sometimes not recognized that the child also has problems, and sometimes the

adult's problem is imposed upon the child in addition to his own. For instance, the father's problem may be to read undisturbed. The child's problem is to carry on an activity of some kind which his growing faculties demand. After the parent has stopped one activity, the child has the additional problem of finding another activity satisfactory to himself and also protect himself from his father's disapproval.

The mother's problem may be to keep the house in such order that she will be known in her community as a perfect housekeeper, while the child's problem is to find space to carry on his activity without disturbance. Or the mother's problem may be to keep her child's appearance dainty and attractive, while the child's may be to see just what can be done with mud, how it feels, how it can be rolled and mashed into the shape of pies and cakes.

Since the different problems often conflict, the adult who is more experienced should help the child solve his problem first, then the child can be led to be considerate of the parent's problem.

The child's need of growth toward independence and the parent's instinct to guide and protect also bring a natural conflict and make it difficult for the adult to realize fully the child's point of view. And because of the progress of the world the younger generation lives in a different situation, so even if the adult could remember his own childhood clearly, his viewpoint then would have been somewhat different from the child's today.

One of the child's greatest problems is to find space for activity. All parents should consider this

need in the selection of living quarters for the family. Home seekers invariably require that their location be close to a school, but usually the requirements for the house are that it be adapted to effective entertainment and other adult interests rather than to the child's needs in development, which is the primary function of the home.

SOME TESTED PRINCIPLES TO CONSIDER IN RELATIONSHIPS BETWEEN CHILDREN AND ADULTS—

1. *Co-operative attitude of child.*—Our first problem in helping the child is to strive for a receptive feeling toward the act in which we wish him to derive satisfaction. He must admire and desire the quality to be developed. The child is not led to act in a certain way merely because he repeats the action several times, he must also derive enjoyment or satisfaction in the action. He will not often feel satisfaction in an act unless he is first interested and in a receptive mood for it. Even the adult often decides because of some feeling or prejudice that he will not enjoy a certain occasion or like a certain individual and he usually does not when the only reason is within himself.

It is sometimes thought that children want to do just the opposite of what is desired. Often this is because the adult is too impatient to analyze the child's real motive, but sometimes it is true because of antagonism aroused by the manner of approach. The child is often confined by so many demands that he must defy some of them in order to get the activity his growth demands. The child should be allowed as much freedom as possible without being

unfair to others, and from the beginning he should be helped to realize that there is a reason for all demands made. He should also be encouraged to think out for himself the action that would be best. If the child is asked, "Do you think that will be best?" he will usually decide in the right way. It is the duty of parents to prepare the child for the time when he will be away from them, and so he must be given early experience in self-discipline. Control forced by external authority develops the attitude to do it if there is a chance of not getting caught, and this chance is great enough to make many criminals. It also develops an attitude of defiance and the child is in a continual state of rebellion. He is out of sorts with his whole world and himself as well. Without the child's co-operation and his desire to act in a given way, the task of guiding him is hopeless. Outward compulsion only lasts while the parent is present.

Consideration must be given to the child's viewpoint in order to secure his co-operation, then an appeal to his sense of fairness will usually secure a receptive mood. If the child at four years of age is not able to realize what is fair in simple situations, or how he would want others to treat him, he has not been given a chance to develop this discrimination.

2. *Comradely attitude of parents toward children.*—In the history of the family, companionship in the family circle was first extended to the wife and mother, and then to the children. Before this the father autocratically ruled, as he in turn was ruled by a monarchial form of government. Through

each stage of these changes, it has been proved that the individual attains a higher development with freedom of action and initiative. It is usual in any change that at first it swings too far to the other extreme, and so compulsory government may change to no government. Self-government, although the highest type, needs to be grown into naturally if it is not to be abused. Unnecessary protection weakens and dictatorial control causes either rebellion or helplessness, but comradeship in family life gives the experience needed to meet life's problems successfully.

Comradeship requires that we be fair to the child and think first of his need, rather than considering first what our friends or those not knowing a child's needs and limitations may expect. It requires that we keep his confidences sacred; that we be considerate of his pride, not talking of his faults before others; that we show faith in him; and that we respect his individuality and his ability to control himself.

"Honor thy father and thy mother" may be an impossible command for some children. It is not possible to honor a person merely because we are told to do so. Consideration may be shown, but the parent must build up such attitudes and ideals in his child that honor will be given what is deserving of honor; and parents must also portray these qualities in their own lives in order that they may be honored.

"Children, obey your parents," is quoted much more frequently than, "Provoke not your children to wrath"—probably because the adults make the

selection. However, both commands are difficult at times; but they will be found much easier if parents can, together, ask guidance from the heavenly Father by whose authority they are given. If a real companionship is established with the heavenly Father it will aid the child in many problems, and also strengthen the companionship between parents and children.

In every home there should be a time that is sacred to the father for confidences with his children. This may be just before or after the evening meal, while the mother is occupied with household tasks. If before the meal, it may lead naturally to a real expression in worship at that time. If after the meal, it may be continued with the mother also in group singing which is very valuable in unifying the family spirit. A definite effort should be made by every member of the family to have an interesting contribution to make. It may be made a game to tell Daddy the best thing that has happened that day.

In some homes it is the custom for the father to have the privilege of tucking in at bedtime and this opportunity for confidences exchanged and influences presented, while the mother has even the greater privilege of heart to heart talks that start the day in a helpful way. The morning probably offers a greater opportunity because the child is fresh and rested, although the evening may have more value in affecting subconscious thought.

The mother may, even before the baby is old enough to observe, establish the habit of a prayer by

his bedside each morning, then before the child is three years of age he will question the mother and she may express audibly a simple prayer that includes the child. Soon the child will voluntarily join in this, merely repeating part of the phrases that he hears at first, until he forms some thought of his own.

Giving the child a rhyme to repeat as a prayer, will handicap rather than aid real expression. Encourage the child to tell to the heavenly Father, just as he does to his father, his best experiences. This expression is better than prayers of petition or those only thanking for gifts.

An attempt should never be made to force an expression in prayer. The mood for prayer may be developed through a picture, or recalling or anticipating a happy experience. It may be necessary sometimes, if the child expresses disinclination to participate to merely say, "I want to. It makes me so much happier," and then express a prayer that includes the child. Any feeling that something dreadful may happen if we fail to pray should be guarded against. The child must not be caused to fear God; nor to fear other dangers by being instructed to continually ask for protection during either the night or the day, although, if fear is already shown, a faith in the heavenly Father's protection will be of great value in overcoming it.

This natural and gradual development of companionship with the heavenly Father will tend to keep the relationship between parent and child upon a higher plane.

3. *Definite aims and constancy in working toward them.*—Although it is not the parents' province to plan the details of the future life of their child, yet the attitudes and ideals that will dominate in whatever career is entered are largely the parents' responsibility. These attitudes and ideals cannot be firmly established unless the same standards are held in every situation. We cannot reason one day, "It does not matter if Johnnie takes his playmates' toys; children need to learn to look out for themselves." Then on the following day expect Johnnie to be considerate and generous with a visitor's child. Many parents have not studied their task sufficiently to know what will be best for their children or even to know clearly what they desire for their children.

Our desires for our children need to be analyzed as to future value. Mothers have been observed urging candy upon babies merely because they did not wish them to miss any pleasure. We must not sacrifice the child's future good for either his own or our present enjoyment. The extent to which a people can look to the future is a recognized test of the degree of civilization.

Personal ambitions should not be expected to be fulfilled in the life of another. Those who have wanted a musical career for themselves may expect this ambition to be fulfilled in their children and force it upon them even though they have no interest or special ability in this line. It sometimes happens, too, that parents who have had unusual hardships wish to shield their children from them, although sometimes the opposite position is taken.

Because the parent has had hardships and came through them so successfully, it is thought that the child will be soft if he is not compelled to go through much the same thing even though there is no necessity for it. In such instances it would be much better to forget personal feelings and prejudices and consider only the child's present need in present conditions.

There must be co-operation between the parents in the choice of standards for their children. Adjustments and compromises, if necessary to attain the same procedure, should be considered and made away from the child's hearing or both parents will lose their influence.

4. *Importance of early childhood.*—The right start is the best assurance of success in any venture and it is especially important in child development. "Though he may not learn to read in the pre-school years he is mastering the alphabet of life."[1]

It is recognized that early education does not determine the amount of information the child may acquire but it does determine to a great extent the patterns for life's conduct.

All beginnings are important. Although the course of a river may be changed it will require much more time and effort than to direct its course in the tiny mountain stream before so many forces have contributed to its strength.

The child may not consciously remember early experiences but each act affects the next act, thus forming a continuous chain of influences. That

[1]*The Pre-School Child,* by Gasell.

"most problems of adolescence should have been solved in early childhood" does not mean that the problem has been the same; but that the problem in adolescence has grown out of a minor problem in childhood. However, the later expression of the problem does not enter into the method of meeting the present problem. For example, we will not guard against lack of patriotism by teaching the flag salute to the four-year-old child. But we will protect against the beginning of that problem by encouraging love and care for things in the home and respect for authority, which will develop loyalty to pets, toys, and the family and broaden as the child's experience broadens to school, community, and country.

It is necessary to distinguish between the beginning of lifelong habits and mere passing mannerisms. It is the little things that are important in character development and no detail is too unimportant not to see, but it may be best for some to pass as if they were unobserved. However, such excuses as, "He is too little to understand," or "He will get over it when he goes to school, or when he is old enough to reason with," are making children handicapped for life. Every child has a right to a fair start. He is not getting his chance if he is going to be required to put forth effort to rebuild habits that should have developed naturally.

5. *Recognize child's immaturity.*—Expecting too much of the child may cause him to lack confidence in himself and make him afraid to confide his prob-

lems and mistakes to his parents. "Character comes by development, it is not born full bloom."[2] All growing things need protection and guidance. There is no need to apologize for the immaturity of childhood.

Many mistakes of children are only the result of misunderstanding or of impetuous action. The motive must always be determined before a reprimand is made. The child's lack of physical control often causes accidents; then through fear of being reproved or punished, he may commit a real wrong in a futile attempt to rectify his mistake.

6. *Consider inherited tendencies.*—The child inherits certain capacities and tendencies because he is a human being, and he also inherits certain characteristics from his near ancestors. All these must be taken into consideration in any attempt to aid child development. Natural tendencies can be encouraged, modified, or redirected but they cannot be annihilated and they should not be even if they could, for they have some purpose to perform in life.

One mother after taking a course in psychology said, "It was worth while just to learn that certain actions of my child are natural stages of his development. I had thought that he was merely trying to torment me."

Scientific research has not extended over a long enough period to prove definitely to what extent certain tendencies can be modified. It may, however, be observed that when a child has a tendency such as

[2]*Religious Education in the Family,* by Cope.

temper, impatience, or timidity in an extreme degree, reasons may be seen for it in his environmental influences.

Sometimes inheritance is made an excuse when the real need is a different environment. Human nature is much the same in essentials and every child physically and mentally normal can develop wholesome characteristics if given his chance in a properly controlled environment.

It would, however, be unfair to expect a child naturally impulsive to show as much patience as a more deliberate type; or for the very sensitive child to meet disappointment as bravely as one not so easily affected. These characteristics each have some advantages and they can be modified to the extent of not being extreme in situations where they do present handicaps.

There may be tendencies inherited that will make it harder to develop certain character needs but no crime as lying, stealing, or cruelty is considered by psychologists as being inherited.

7. *Recognize physical basis of conduct.*—There are many things entirely outside of the child's control that influence his conduct. Illness, loss of sleep, irregular meals, strange surroundings, impure air, fatigue, irritability of others, or overstimulation affect the child's sensitive nervous system and make it harder for him to control his conduct.

Aside from these possibilities it must be recognized that there are certain reasons for response based on the physical connection of nerve centers in the body. For instance, the left handed child cannot

by mere will power change to right handedness without a severe shock to his nervous system. The thought connections once made in a certain way become automatic. After an act is out of conscious control it is difficult to readjust or change.

There are also certain urges and desires natural to the stage of development that cause the child to want to act in a certain way, as the urge to collect, the urge to explore, and the urge for great physical activity. The child's body is sometimes compared to a dynamo. If action is repressed it must cease to generate or explode. If opportunity for activity is provided in a wholesome way, there will be no need for explosions. If other requirements necessary because of the physical basis of the need are met, many conduct problems will be solved.

8. *Make it easy to do right and hard to do wrong.*— The thing that the child does with satisfaction will continue to be repeated and the thing the child is protected from doing will be forgotten. This is the law of use and disuse in habit formation and gives us the principle, make it easy to do right and hard to do wrong.

The child cannot of course be protected from all temptation, but his susceptibility to influences and his immaturity in strength to resist must be remembered and protection given whenever possible without limiting him in needed experience. There is no need to manufacture hard problems for the child, he would at any rate feel a lack of co-operation on the part of his parents. Life will present enough problems in the natural course of events.

Although we need to protect the child from action that may develop wrong habits, we will never protect him from the natural consequences of his mistakes.

If we wish to make it easy to do right, we will guard against suggesting any action not desired. The individual is inclined toward the thing he has in mind, so the desired action must be presented, and never "don't" in connection with the wrong. Attention to the wrong action is often emphasized by scolding. The disapproval of the wrong act should be brief and opportunities watched to emphasize the opposite virtue.

9. *Controlled experience that will bring satisfaction with desired conduct and dissatisfaction with undesirable conduct.*—The young child has no moral sense of right and wrong, he only knows what action brings satisfaction and what does not. This may come through the approval or disapprovel of adults. The child desires to be in favor and he is quick to detect when he is not. He also desires attention and physical comfort. Any action that satisfies his desires is accepted as his standard of conduct. School experience will bring different standards to his attention and he will consciously make a choice, then he may be said to have a moral sense of right and wrong. However, he will choose according to the likes and dislikes and feelings that have already been developed by his experience in satisfaction and dissatisfaction unless a strong influence causes a change.

The baby soon knows what action brings the re-result he wants. A two-year-old child who could not get her mother's attention to get a desired ball finally said, "I want toilet." The mother quickly stopped her conversation and went with the child, but after the mother had started the child turned back and said, "No, I want ball."

Controlling the child's development would be simplified if all desired action brought satisfactory results and undesired brought dissatisfactory. Since this is not always true or the result is too far in the future for the child to appreciate, rewards and punishments may need to be substituted. Both need to be handled with caution and presented in as natural a way as possible. Mrs. Gruenberg, in *Your Child Today and Tomorrow,* suggests that punishment be relegated to proper place, medicine closet, and not used as daily bread. This is equally true of material rewards, or the child will merely wait until the bribe is high enough. Approval should always be given freely for any sincere effort unless the child should develop an extreme feeling of importance.

The question is often asked, "How shall I punish?" and the answer is given, "It is better to learn how not to punish." If the child is guided from babyhood in self-discipline, he will need very little punishment of any kind.

Punishment should never be given to revenge a wrong or even to make the child feel sorry for past mistakes, but only to help toward future action. The child must always feel that it is just and fair.

It is well to allow him to help decide what is best for him, what will help him to remember.

A mother who tried to make the punishment fit the offense had two boys wash the garage door where they had thrown mud. The next day she overheard one of them suggest, "Let's throw some more mud on the garage door so we will get to wash it off." The mother thought her punishment had been useless because it did not make the boys feel sorry for what they had done. However, no punishment was needed in this instance if the boys were able to make complete restoration. No damage was done unless there was heat to cause the paint to peal when water was applied. Such conditions should be explained and then if not considered the child's allowance may be used for repairs. Children should have desired activities without the association of destructive acts.

It is considered a sign of failure on the part of the parent when he needs to resort to physical punishment, but as parents are human they will make some mistakes, and control by the wrong method will be better than no control in important issues. Mild punishment in early childhood that helps toward self-control will guard against the need of physical punishment later.

10. *Redirection rather than suppression.*—There are some desires and feelings that if aroused will become more intense, if not expressed in some form. The child often needs to be helped to find a wholesome outlet rather than compelled to control his impulse. The substitution of a more desirable act often meets this need.

Assignment and Discussion

Why do children seem particularly naughty on any specially trying days for the parent?

Discuss the attitude of the mother who refused to allow her daughters to change any pictures in the home saying, "This is my home. When you have a home, you can have it the way you like it."

One parent jokingly remarked that as his childhood came before the adjustment from adult supremacy to the new emphasis upon the child's needs and his adult life afterwards, he never had either as a child or as an adult anything but the neck and wing of the fried chicken. Is it possible to place too much emphasis upon the child's needs? If the child's need of developing consideration for others is also recognized, will it provide sufficient protection from unwholesome extremes?

Suggest a better attitude for the mothers to have taken in these instances:

One mother planned several months before decision day to prepare her fourteen-year-old daughter for it by allowing her to make decisions about her clothes.

Another mother wishing to develop self-descipline, told her twelve-year-old daughter, "Don't ask me about everything. Just think to yourself, 'What would Mother want me to do about this?' "

Why is it better to say to a child, "It will be best for you to do that," rather than to say, "I want you to do that"?

Is it possible to love children too much, or is it only the wrong expression of love that is harmful to the child?

Why is it harmful to tell a child frequently that he cannot do things as well as another child?

Give some of the harmful effects of scolding.

How can parents help each other with plans that are successful in developing character? Is the exchange of this type of tested procedure of as much value as the exchange of cake recipes and dress patterns?

Make a list of the ways suggested in the topic, "How to treat these instincts," in chapter iii, *A Study of the Little Child,* by Whitley.

CHAPTER X

CHARACTER NEEDS OF CHILDHOOD

THEME FOR DEVOTIONAL.—The effect of early influences upon Bible characters.

. . . and when she saw him that he was a goodly child, she hid him three months. And when she could no longer hide him, she took for him an ark of bulrushes, and daubed it with slime and with pitch; and she put the child therein, and laid it in the flags by the river's brink. And his sister stood afar off, to know what would be done to him. And the daughter of Pharaoh came down to bathe at the river; and her maidens walked along by the river-side; and she saw the ark among the flags, and sent her handmaid to fetch it. And she opened it and saw the child: and, behold, the babe wept. And she had compassion on him, and said, This is one of the Hebrews' children. Then said his sister to Pharaoh's daughter, Shall I go and call a nurse of the Hebrew women, that she may nurse the child for thee? And Pharaoh's daughter said to her, Go. And the maiden went and called the child's mother. And Pharaoh's daughter said unto her, Take this child away, and nurse it for me, and I will give thee thy wages. And the woman took the child, and nursed it. And the child grew, and she brought him unto Pharaoh's daughter, and he became her son. And she called his name Moses, and said, Because I drew him out of the water.—Exodus 2:2-10.

The parents of Moses gave him his early training; and although he went later to live with the princess, when circumstances compelled him to decide between the Hebrew people and the Egyptians, he decided as his early training had influenced him.

It is the child's right that he have the opportunity for that development in character of which he is capable. The child has the capacity and the natural inclination to develop wholesome character; it is the adult world's obligation to so protect and nurture childhood that this opportunity will be given.

CHARACTER NEEDS TO BE DEVELOPED—

Some of the character needs the child should have the chance to develop are:

1. *Consideration for others.*—Selfishness brings unhappiness to the one in whose life it is shown as well as to others, and it is the root of many evils. Investigation has shown it to be the basis of most divorce cases.

Unselfishness is something that a parent is not so sure of passing to his child, because he has it himself, as some of the more undesired attitudes. In fact it is often the extremely unselfish parent who makes the selfish child by giving all and demanding nothing from the child. Parents are so eager for their children to have the best in life that they may encourage selfishness. The father warns his son, "Don't let anyone hit you and get away with it. Stand up for your rights." The average parent takes offense more quickly at a neglect shown to his

child than to himself. This is a natural tendency, but we need to analyze such feelings carefully and not allow them to react in a harmful way to the child. Consider what really brings happiness: is it receiving or sharing?

One child upon hearing a missionary tell of his work said to her mother, "I would like to be a missionary," and the mother answered, "There is plenty for you to do here without going away to be a missionary." Another child having the same experience said, "Mother, I would like to be a missionary. Do you think they will still be needed when I am big?" and the mother answered, "Yes, I am sure they will, but you do not need to wait until you are grown to be a missionary. Anyone is a missionary who does kind things for others and shows how Jesus would have us live."

Unselfishness is the basis of a true missionary spirit. Missionary education for children is not information about the queer customs of foreign children, or stimulation to feel sorry for them, or give money which is merely passed on as given by their parents; but it is developing a feeling of friendliness toward others, a respect for their abilities and their differences and a desire to help them. This must begin in babyhood through care of pets and toys and then as the child's experience widens his consideration should extend to his playmates and to the children he meets at school and on the street and then to those he hears and reads about.

The child is fortunate who has younger brothers and sisters to care for, if he is helped to develop a

feeling of love and responsibility rather than resentment toward them in care given to them. It will be helpful to the older child to feel a sense of responsibility to protect the younger child from improper diet and other influences not suitable for them. Having helpful things to do will guard against teasing which is usually only a desire to get some reaction. There is, also, a lack of understanding of how another feels. The child who teases an animal should be shown how it hurts.

There are many stories that aid sympathetic understanding of other persons and things. Those that are unnatural or oversentimental should not be used. Only stories that are within the child's experience affect his conduct because the child must have an opportunity to do any act of kindness which a story suggests, such as feeding the birds after hearing a story of the birds' need of food. That is, we do not tell of a need that cannot be met by a child, but any story that presents high ideals may ultimately affect an older child's conduct.

2. *Contentment.*—Ability to depend on our own resources for occupation of leisure time is one essential in contentment. It is seldom that a person who has a variety of interests and knows how to do successfully various things is discontented or pessimistic.

Constructive play material to provide interesting occupations for the child and protection from frequent going and exciting detractions will give an opportunity for the child to be contented. The little

child should not have numerous playmates or run continuously from one home to another.

The child needs to be guarded especially against feelings of envy or jealousy. The development of the right attitude toward money also helps, for the experience of choosing what is wanted and abiding by the decision protects against the dissatisfaction that comes from wanting everything that is seen. The little child who cries for candy and toys whenever they are seen is developing a habit of discontentment and he may continue to cry inwardly all his life for things he cannot have. One mother who found it necessary to take her child with her on shopping trips said, "I never allowed my child to become overfatigued or hungry, and he knew he would have the privilege before he went home of selecting a small toy, so he never cried for anything. Of course I had guarded against the candy habit."

Any virtue carried to extreme may be harmful and contentment expressed in self-satisfaction and lack of ambition would be extreme.

3. *Courage.*—The best way to develop courage is to guard against its opposite extreme, fear. Always commend the child's ability when courage is displayed in doing things even though a possible danger of the child being hurt is seen. The danger of injury by a few falls is not as great as that caused by excessive fear.

Fear is very contagious. The mother who is afraid to stay alone and who shows fear at any noise or of a storm passes even greater fears to her children.

However, fears may develop without any being shown by adults. Fear of falling and fear of loud noises were found in tests made by Watson to be "unlearned." It may be that such experiences cause discomfort to the baby's sensitive organism. At any rate other fears soon develop through association with any experience that causes bodily pain.

The child may be helped to overcome unreasonable fears by understanding the thing that causes fear and building up happy associations with it. Thus fear of the dark is dispelled by developing appreciation of the stars, moon, and sun and of the light they furnish; games in the dark; playing it is dark and with eyes closed recognizing objects by touch, thus learning that all things are just the same in the dark even if we do not see them.

The child must never be laughed at for his fears or he will then keep them to himself and they will become more intense. Try to find what originally caused the fear and help the child to understand that thing.

The adult who attempts to control a child's action through fear commits a crime against childhood, as in references to the bogie man or to the policeman.

There has been need of fear for self-preservation but this fear should be modified to caution. In developing caution and an understanding of danger great care must be taken by the adult to be calm and free from emotion. The surest way of guarding the child in the great danger of modern traffic is to help the child as soon as he is old enough to walk, to feel that he is responsible for his own safety.

Then observation will have become a habit before he enters the street alone. It is often the child who has been overguarded who has the accident.

Care must be taken to protect the child against experience that will cause fear. Sometimes the child develops a new fear because of the realization of possible danger, by association with experiences where he has been hurt, and often because of adult conversation taken too seriously or because of frightening pictures.

Research is proving more conclusively that great harm comes from fears of early childhood. "Mental clinics offer almost daily evidence of the damaging effect of some infantile fear on human happiness and efficiency."[1]

Moral courage as expressed in self-control, in independence in following certain standards regardless of personal desires or of what others may do, and in truthfulness in face of fear should be commended and encouraged as far as young children are capable.

4. *Courtesy.*—Kindness and consideration of others is the basis of true courtesy. An outward form cannot take the place of inner feeling. Very much emphasis upon adult observances may cause insincerity and also a feeling of self-consciousness. However, simple polite forms that the child can understand should become a matter of habit in order that the child shall not feel unnatural in their expression.

Demanding that the child say he is sorry when he is not encourages insincerity and may cause the

[1] *Everyday Problems of the Everyday Child,* by Thom.

child to accept this form as an easy way out of difficulties. It would be much better to have him ask, "What can I do to help?" Some act of restitution is worth much more than an apology.

5. *Experience in use of money.*—A child may put money in a bank for several years and still receive no more education in the value and use of money than if he merely collected stamps. He must learn through experience how to use money wisely, and he must learn through experience that it is better to save for something worth while than to spend for trivial things as soon as the money is received. Experience in using money is worth more to the child than experience in earning money although some of that is also helpful.

There are some dangers connected with a child earning money. If the child is paid for tasks about the house he is apt to feel that he should be paid for everything that he does. Every child should have a definite allowance because he is a part of the family and he should perform certain tasks also because he is a part of the family and not because he is paid to do them. If a child is paid for errands or sells articles, it should be carefully observed that he does not develop a feeling of expecting favors.

One parent before the child was old enough to understand the time or amount of a money allowance, began by letting him choose one toy on his trips to the ten cent store. He did not know the difference in value of the five and ten cent toys but he understood that when he had made his choice that was all he could have.

The child should also be encouraged to enjoy things without possessing them. Admiration for flowers without picking them, and happiness expressed over the possessions of friends will aid this attitude.

From five years of age the child should have a small weekly allowance. He may put a certain part of this in a savings bank, but he should be allowed freedom of choice in using some part of it. He should, however, he helped to understand values and to realize conditions that a child could not be expected to observe in order that his experience may be worth the most to him and that he may not make unnecessary mistakes.

The child will not before about twelve years of age, derive any benefit from saving his money for a very distant or indefinite purpose, or for one that does not vitally concern him. The understanding of the purpose of a bank account and the provision made for this division of his money will be of value in later years.

Clothes and food are the adult's responsibility and should not be included in the young child's allowance, unless the child wants an article that is not needed, then it will be well to let him save for it. If he buys it himself he will be sure first that he really wants it. One child who begged for the comics in a Sunday paper, was told that no one else wanted that paper but if he wanted to spend his money for it he could. As he did not want it enough to do this he was protected through his own choice from an influence that was not beneficial.

6. *Generosity.*—Since self is all that the little child knows, it is natural that he think of himself first. The four-year-old who said to his mother, "I hope you don't die until I am big enough to take care of myself," expressed the only viewpoint it was possible with his limited experience and understanding to have.

The baby who shares his cookie with everyone merely desires action as he does not yet realize that the cookie is limited. For this reason, apparently, less generosity may be shown after the child is older.

A little child should not be expected immediately to share a new toy, but it is a serious problem when a child monopolizes something that he does not really want in order to keep another child from having it.

A child should not be expected to allow another to damage a favorite toy. When a child realizes that her best doll may be ruined by another child in five minutes rough play or that the shiny car that has been polished and protected just as Father's new automobile will be hopelessly scratched, to demand that the owner sit helplessly by, will tear down other valuable qualities in the child's character. The child who cares for his toys should be allowed to protect them but he will need to be more carefully watched in order to develop generosity in other situations.

A child five years of age called to another child, "Goody, I got an ice cream cone and you didn't." It would be difficult to trace all the trivial experiences that might cause a child to have this attitude.

Sometimes a feeling of revenge is developed because another child is praised and given as an example in conduct.

The child needs to be guarded from feeling jealous of a new baby in the home. He should be prepared for the baby's coming, and feel that it is to be his also. The privilege of choosing the colors for some of the clothes and other equipment will help. If something seems particularly attractive to him, it may be best that he have something similar. He must not have a feeling of being left out and the parents may need to make special effort to show him the same amount of affection.

Sometimes a display of jealousy is considered an expression of great love but it really shows love for self and a lack of generosity.

7. *Independence in choice of right conduct.*—The ability to decide on a course of action according to its merits rather than following the crowd, or being influenced by trivial likes and prejudices is very essential in strength of character. If the child is ever to have this characteristic, he must have practice in early childhood in using it. This is hard for most adults. One mother secured the services of a certain doctor because he was so sympathetic. If this seems an extreme example, investigate and find the per cent of persons who are not able to derive any benefit from a lecture because the personality of the one giving it does not appeal to them.

If adults are controlled by the desire to do what others do, they may force this attitude upon the child, as in telling the child he must wear certain clothes

because all the other children do. A mother frankly stated that she did not approve of the late hours and elaborate entertaining in which her children participated but that she wanted them to be able to do what the rest of their crowd did.

Since the influence of friends naturally becomes greater after the child is about twelve years of age, the parents of younger children will need to be especially careful in preparing the child for this period. A minister suggested to a group of mothers studying together that they form a league of all the parents having the same ideals and striving for the same environment for their children, then as long as the children were in any of these homes they could depend upon much the same supervision being given to their children. Some such plan would be helpful especially to popularize desired action for older children. However, children will aways see action that they should not accept and although we will not needlessly bring wrong action to the child's attention, that which is met and withstood develops self-control and independence in conduct. One mother complained because a certain child had taught her boy to swear but this child was only passing on what he had heard from some one else just as her child was continuing to do to his playmates.

8. *Industriousness.*—The child who does not work hard at his play probably needs the attention of a physician. Any normal child is industrious about the thing that he wants to do, but adults are apt to call him lazy if he does not also show enthusiastic energy toward uninteresting tasks assigned to him.

He is accused of becoming tired quicker at tasks that need to be done, and the thought usually is that the child affects this attitude. However, it is true that uninteresting tasks require more vitality as interest creates energy. We no longer believe that the worse medicine tastes the better it will be for us. Neither is it true that the less interesting tasks are the better they will be for the child; in fact, if the child can feel no elation in the conquering or interest in the result he may only be repelled and determined to free himself of the burden as soon as possible. Statistics have shown that more tramps and vagabonds are made from forced child labor than through freedom for play in childhood.

We will not force unpleasant tasks upon children merely for the sake of discipline and we should be equally sure that we do not unnecessarily help them over difficulties that come in a natural way through their play activities, nor take away the joy they should feel in accomplishment in too close supervision of the tasks that they do perform. Every child should feel that it is his share to do certain things for the home, and interest will be aroused if there are often new things that present a challenge. The child should know what his tasks for the day are to be so that his play activities will not be continually interrupted. Although it may not be necessary to plan all work on schedule, it is essential to have a schedule for all that relates to the child. One mother made a list each morning of the things to be done that day and the children chose the ones they wanted to do. Their selections covered a

variety of occupations. The child who is assigned to routine work while the parent does more difficult things will never develop any liking for work. An ability to perform a large range of activities efficiently develops interest in them, and this will be the surest protection against laziness.

9. *Patience.*—Patience cannot be expected to develop very much in the early years of childhood as any idea received calls for an immediate response in action. If we suggest to the little child that we are going to do a certain thing we can expect him to be impatient for us to begin.

Extreme impatience may be caused by irregular habits, too much attention and excitement, or by lack of calmness on the part of adults. If the baby cries very impatiently for his bottle and the mother shows by her voice and actions that she is excitedly hurrying to get it for him, she is failing to encourage patience. It would be better to calmly soothe the child, show disapproval of the impatient crying, and wait a few minutes until the child is calm before presenting the food; rather than allowing him to grab it as if he were starving.

The child should be encouraged to wait his turn to be served at the table and to take turns in his play as soon as possible. The story the Teeny Tiny Pony, page 90, will present the idea of taking turns in an interesting way.

10. *Respect for authority.*—Mechanical obedience should not be the aim in the management of children. The child should come gradually to realize

that there is an authority over all, and that rules and laws are not arbitrary but are the result of what experience has shown to be best for people. God's laws should be understood in this way also.

The child should first come to realize that there is a time and place for certain things. This begins through finding that there is a definite time for his eating and sleeping and then that there are certain things for him and certain things that are not. At first his compliance with these laws is merely because of necessity and because it is the easiest and most satisfactory course of action, but he soon begins to understand that there is a reason back of all demands and restrictions placed upon him. If these are always reasonable and an attempt made to help the child to understand the reason, the problem of obedience will be solved. When the child's wishes are always given just consideration, then in situations that he cannot fully understand his habit of obedience and his confidence in the integrity of the one in authority will secure the right action.

So much splendid material has been written on this subject that every parent can find something to fit his specific need. A note of warning, however, must be given against any procedure that presents training in obedience through drills much as an animal might be trained.

Assignments and Discussion

Observe children in situations where the character needs discussed in this chapter are shown. Analyze your observations, considering (1) age of child, (2)

his experience in social contacts, (3) attitude of parent, (4) physical condition of child, (5) motive of child.

From your observations what can be expected of the average child in development of these character needs at six years of age? Could the average attainment be much higher if the environment of the average child were improved?

Why are the conclusions about the management of children arrived at by common sense often the same as those of scientific research? Which is the more sure of being exact? Give examples of conclusions you had made and afterwards found presented through scientific research.

For Further Reading

Chapters ii, iii, iv, and v in *Training the Toddler,* by Cleveland.

Chapter v in *The Dawn of Religion in the Mind of the Child,* by Mumford.

Wholesome Childhood, by Groves and Groves.

Problems of Childhood, by Patri.

The Teaching of Ideals, by Charters.

CHAPTER XI

CHARACTER NEEDS OF CHILDHOOD

(Continued)

THEME FOR DEVOTIONAL.—The effect of early influences upon Bible characters.

And Elkanah her husband said unto her, Hannah, why weepest thou? and why eatest thou not? and why is thy heart grieved? am I not better to thee than ten sons? . . .

And she was in bitterness of soul, and prayed unto Jehovah, and wept sore. And she vowed a vow, and said, O Jehovah of hosts, if thou wilt indeed look upon the affliction of thy handmaid, and remember me, and not forget thy handmaid, but wilt give unto thy handmaid a man-child, then I will give him unto Jehovah all the days of his life. . . . And it came to pass, when the time was come about, that Hannah conceived, and bare a son; and she called his name Samuel, saying, because I have asked him of Jehovah. . . .

And she said, For this child I prayed; and Jehovah hath given me my petition which I asked of him: therefore also I have granted him to Jehovah; as long as he liveth he is granted unto Jehovah. And he worshipped Jehovah there.—1 Samuel 1:3, 10, 11, 20, 27-28.

But Samuel ministered before Jehovah, being a child, girded with a linen ephod. Moreover his

mother made him a little robe, and brought it to him from year to year, when she came up with her husband to offer the yearly sacrifice.—1 Samuel 2:18, 19.

. . . .

The exceptionally high character and wonderful zeal for God's kingdom shown in Samuel's later life must have been the outgrowth of these influences in his early training.

CHARACTER NEEDS TO BE DEVELOPED (CONTINUED)—

11. *Respect for property rights.*—If a child has possessions of his own and takes the responsibility of their care, and respect for his property is shown by others the first step will be made toward helping the child to appreciate the property rights of others.

It is often considered a great offence if a child takes money but often nothing is thought of one child going into another child's yard and taking toys without permission. In the little child's world the latter offence is probably greater for the child is building up the attitude that because some one else has something he does not have he has the right to take it. The youthful criminal uses the same type of reasoning when he thinks, "That man has plenty of money. If I take his automobile he can buy another."

Money ownership is harder for the child to understand but experience in using money and sometimes earning it will help and also give a better understanding of other property ownership.

The adopted child who took some money at school was thought to have inherited a stealing instinct. Because the foster parents were honest, it was reasoned that the child could not have received the desire to steal from his environment. However, no normal child inherits the desire to steal any more than that all children desire to investigate and collect objects. The example of the parents is not enough for the child; he must, also, have carefully guided experience in what to the adult may seem trivial matters. Parents sometimes allow children to take cookies or candy in the store and sample things freely themselves without realizing the influence of the act to the child. Something should be bought for the child to eat if he is ever taken to a store when he is tired and hungry. But the child must learn that he cannot have everything that he sees, and so from the time he is able to move about the house he should be helped to understand that certain things belong to other people and cannot be taken without permission.

Although the importance of even trivial acts of disregard of property rights should be considered, care must also be taken not to magnify the offence to the child but only help him to see that we would not want others to do that to our things. To accuse the child of stealing when he does not fully understand its significance will only make him more secretive. Any offence needs to be met without emotional tension, and the emphasis placed on how to return the article or rectify the damage.

A four-year-old child after hearing a Mother Goose rhyme said, "I am going to take my ball and

knock the moon down and see if it is made of green cheese. I'll put it back before God finds out it is gone." This child may have had some feeling that if she did not get caught it was all right to use other people's property but there was recognition at least of some rights of ownership in the intention of putting it back.

"The Charm String" in *Mother Goose Village*, by Bigham will present a helpful idea to six- or seven-year-old children.

12. *Self-confidence.*—There is a great need for the child to feel that he can do things he sees done by others and to be self-confident. The greatest help in building up self-confidence is to allow the child to do all things for himself that he is able to do and also to protect him from developing self-consciousness.

The self-confidence needed in developing any talent the child may have will be hindered by self-consciousness, as thought and effort will be taken from his activity and placed upon himself and the effect he is making. The child is not naturally self-conscious, but he is made so by too much attention that encourages him to think of himself. This may be caused by continual criticism as well as complimentary attention.

Having the child perform for the entertainment of adults is not so helpful as it may apparently seem in guarding against self-consciousness. It makes the child even more self-conscious if he is caused to feel conspicuous. Attention should be directed to the act rather than to the child. For instance, the

comment will be on the beauty of the song and the joy it gives to the listeners, rather than to the performance of the singer.

The child that is inclined toward timidity needs special protection against self-consciousness and help in building up self-confidence. He should have experience from babyhood in making some contacts with people outside the family circle. He should have some one beside his mother care for him occasionally and he should have playmates his own age; being with a small group of children once a week after three years of age in a well conducted church school or play group is helpful.

The timid child needs much encouragement and praise for all sincere effort. Learning to do something especially well so that he can excel in one thing at least will be very helpful. Thinking of others, also helps the child to forget self. This is of value to the forward or rude child as well, and that type of child needs to be especially considered in the building up of self-confidence.

Overconfidence is possible. Extensive praise and attention may cause some children to be overbearing and lacking in respect for authority or consideration for others. The person who brags and is overbearing has been analyzed as really lacking in self-confidence and merely trying to prove to himself as well as to others his importance. Although this may be true in many instances, we need to realize the danger to some in having too high an opinion of themselves and their powers that may result in defiance and rebellion when they come into

contact with obstacles in the business world. Patience, consideration for others, and a real desire to serve are the great needs of the child whose ability may make him ruthless in his self-confidence.

13. *Self-control.*—Self-control is recognized as the basic virtue. It signifies much more than mere obedience to outward authority, for it means that the child without compulsion from another shall control himself, not only in actions but also in feelings and emotions, to what is best for himself and for others.

The child's environment and experience from babyhood must be such that this control shall become habitual. Many children are allowed to go for several years without practicing any self-control. Nothing could be more unfair to the child for he is burdened with strivings that should have become satisfactory unconscious responses when his efforts are needed for his present problems.

The child cannot be expected to accept a line of action because of the abstract reason of its being right. At any rate action is not controlled so much by reason as by feelings and desires, for often we do what we want and then try to justify our act by seeking reasons for it. This means that the child's environment must be so controlled that he will learn from experience that self-control brings him the greater satisfaction.

The lack of control of the emotion of anger is probably the most conspicuous way an individual may show inability in self-control. Anger under control provides incentive and power to overcome

handicaps and to defend justice, but anger out of control merely defeats its own purpose. An angry person is not in a state of mind capable of reasoning and he cannot perform any action with the usual efficiency. Anger must be saved from causing hatred by being kept impersonal, that is, by dislike for the act rather than the person committing it.

Some children assume an angry attitude to attract attention. They may be laughed at for hitting until it becomes a habitual form of greeting, or they may continue to cry in order to get what they want until the crying arouses their temper. The physical attitude affects the emotions and encourages a real feeling of anger. It may develop into a habit of always looking for trouble and always being on the defensive.

Some children may naturally express angry feelings in a more impetuous way, and often such outbursts are of short duration as they relieve the feelings. Some expression is better for the child than continued sullenness. Physical exertion may be substituted to bring relief; as a brisk run, hitting a punching bag, or singing. Any situation that arouses anger may also have a ridiculous side. If a humorous feeling can be aroused it will clear any other feelings, as suggesting when a child is about to cry, "Wait a minute. Don't let it rain until we get an umbrella."

Watson's research found that anger was caused primarily by restriction. The baby confined so that he cannot move, or the child trying unsuccessfully

to make a tower with blocks that are too small for him to balance cause feelings of anger.

The child should be protected from unnecessary restrictions, but in situations when anger is aroused he must be encouraged in self-control. It is especially important that the child does not gain what he desires by angry outbursts.

Sometimes temper tantrums that are ignored and that do not accomplish what the child wants are still continued, either because the child has not learned self-control or because this reaction becomes habitual with only the satisfaction the expression against the situation gives, or because the exhaustion caused receives some sympathy and attention in the end. No child should be allowed to have long crying spells frequently, especially if he becomes hysterical. Washing the child's face in cold water, giving a cold drink or a piece of ice to eat, or dashing some cold water in the child's face so that the physical discomfort and the action needed to relieve that will detract the child's attention, will be better than allowing the child to continue under so great emotional strain.

The temper that causes the destruction of toys will be inclined to react in the same way against people and more valuable material in later years. The home is the child's small world, and he must form relationships with the things and people in it that can be used successfully when he goes out into a larger world.

The child that develops control of his appetite in eating only the things that are best for him and at

regular times, will not only be stronger physically, so that he has a better chance to be stable emotionally, but learning to control himself in one situation will be of some help in other situations. It at least suggests to the child another need for looking beyond his own immediate desires.

14. *Normal development of the sex life.*—The effect sex has upon the child's whole development makes this need important, but the first need in normal sex development is that no undue importance be placed upon it in the child's thinking. Before the adult can help the child he must learn to look upon this as a natural development and without any feeling of embarrassment or apology.

The child's love development must go through its natural course, love for parents, for friends, admirations for heroes and older friends, and then to the opposite sex. If at any stage this natural development is retarded or becomes too intense, there are unwholesome results. This is called a fixation by psychologists. While the young child thrives on love and needs to have it expressed, parents should guard against so much physical expression that the child becomes too dependent upon it or is unwholesomely stimulated.

All of the child's questions should be answered truthfully, but we need to guard against telling the child more than he asks unless past opportunities have been neglected and the child must be prepared and protected from unwholesome information.

The three- or four-year-old child asks, "Where do babies come from?" and is satisfied with the answer,

"They grow from tiny seeds just like the flowers and everything else." He may not for another year ask where they grow. Then he is told, "Babies are so precious that the heavenly Father has planned the safest place for the seed to grow, right under the mother's heart where she can care for it all the time." Other usual questions and suggested answers are: "How does the baby get out?" "There is an opening planned for it as soon as it is strong enough to be cared for outside." "Did I grow inside that way?" "Yes, that is one reason mother loves you so much. I took such good care of you for so long." "Don't I belong to Daddy too?" "Yes, you belong to him just the same. You know he works and cares for you. It would not be fair for you to belong just to your mother. Part of the seed was made inside of Daddy's body and he planted it inside of mother's so you are a part of both of us. Every kind of baby has a father and a mother because the heavenly Father knew they needed both. Don't you know how the father and mother bird both care for their babies?"

Some questions may need to be answered with, "I do not know how to tell you, but I will study about it and when you are older I will try to help you to understand. No one knows how a tiny seed turns into a lovely flower either." Experiences of the child watching seeds develop may be recalled. The child through all these years should have had experience with new life in plants and with birds, chickens, rabbits, or kittens. Stories and pictures of these will help but will not take the place of

first-hand experience. The important thing is to satisfy the child's curiosity, and build up confidence between child and parent.

Sanitation, comfortable clothing, and an understanding that certain parts of the body are very delicate and need to be protected from irritation just like the eyes, and a desire to protect and care for his body are also necessary.

The child should also be protected from teasing or any unnecessary attention to questions of sex. Love scenes in picture shows have unwholesome effects. In fact all motion pictures are so rapid and complex as to cause eye strain and overstimulation to the pre-school age child, and many are too intensely dramatic for any age child.

15. *Truthfulness.*—The child must first of all desire to be accurate in everything that he tells so that dependence can be put in all his statements. There should be nothing said about lies; the word should not be in a child's vocabulary. Emphasis will be placed instead on good eyes to see and good ears to hear correctly.

The child should be protected from fear of punishment in attempts to have him tell the truth. If he seems to be starting to make an untrue statement do not allow him to finish, but say to him, "Let's wait a minute and think, so that we may be very sure how it happened. You know we all make mistakes but if you tell just how it happened maybe we can help make it right." Sometimes the explanation may be added that little people have not

learned how always to do what is best and they need to tell their parents so that they can help them.

Many false statements are due to the fact that the child cannot recall mental images clearly or because he misuses words. Sometimes imaginative stories are told merely to make conversation, or for the joy of imagining. Appreciate such fanciful accounts with the child, but let him know that we recognize them for what they are and help him to do so. If the motive is a deliberate attempt to gain a desired end, care must be taken that this is not accomplished and disapproval shown. Suggest that the child did not see well and that he look again or that he do something to rectify the mistake. The stories "The New Game" and "How Billie Told His Mother" and the activities suggested with them in *The Nursery Class of the Church School,* by McCallum, will help the child to develop the right attitude.

Truthfulness in words and dependability in action are much the same. Care should be taken that the child keep his promises and be truthful in action as well as in words.

The influence of so-called white lies in adult social usage should be considered as the child cannot understand minor distinctions. They can be avoided with a little thought, without being rude. Callers may come at an inconvenient time, but it can be said in all truthfulness, that one appreciates being remembered. The omission of any criticism in the hearing of the child afterwards will be equally important.

There is some danger in the child thinking his parents are untruthful when they cause him to take the stories of the Easter Rabbit and Santa Claus as realities, but this is a minor problem in this connection. The child should be taken into complete confidence in every situation possible; and he will receive much more joy from these special days if he understands and has a part in the activities as a game, instead of thinking that his gifts are miraculously sent to him.

These myths have many values but the child will understand the spirit they symbolize much better if they are given as stories to be played. Opportunity will then be given for the child to plan surprise gifts for others, and knowing the persons that play Santa Claus for him will give added meaning. There will also be protection from such possible dangers: as disappointment in being promised toys by a commercially paid Santa Claus that are not received; lack of understanding when other children receive gifts for which they have also asked; finding in time that parents have made use of childish credulousness to get obedience; possible retarding of child's understanding of his world through confusion of the real and the unreal; having more interest in Santa Claus than in God; having faith shaken in God and Jesus because of their close association with Santa Claus in the child's experience; too intense emotional excitement; and sometimes causing fear.

It is possible with special watchfulness to avoid all these dangers but when it is possible for the

child to have more joy in a slightly different presentation it would not seem best to take unnecessary chances. However, if adults cannot share their make-believe with the child it would certainly be a mistake to merely discard the only type of game many play with their children.

16. *Trust and faith.*—The child needs for sound emotional development to feel that he is an essential part of the family circle. He needs especially to feel secure from hunger or physical dangers. One adult remembers that great worry was caused in childhood by hearing the remark that the earth's supply of coal would not last many years. The child's limited experience causes him to take such things very seriously.

Children are often bewildered by differences of opinion and standards and they need to have trust and faith in something that is secure and steadfast. The parents must stand for this in the little child's life, and if their standards are to stand the test of changing conditions so that they will not be discarded as the child grows to youth, they must be based upon sound principles rather than narrow prejudice.

Since the parents can meet this need only in the young child's small world, there must be some greater and more secure foundation for trust and faith to meet the need in broader experience. God, the supreme being meets this universal need, and the child's faith and trust must be builded toward this from the beginning for "The life that is without God is as a ship without a rudder."

17. *Tolerance.*—Tolerance for other persons' viewpoints and for their mistakes, which very often are not any greater but only of a different variety from one's own, is essential to harmonious living among adults.

Something of this attitude must begin in early childhood; but to encourage the child to be tolerant of wrong action no matter how trivial, will only lower his own standards. In a child's thinking, things are either right or wrong, and people either good or bad; there is no halfway ground. However, a child may be helped toward tolerance by encouraging a recognition of different ways of doing things in play and household activities. The four-year-old child, after a visit to the neighbors, may tell her mother, "Mrs. Jones makes biscuits funny. She doesn't have a board to roll them on like you do; she just rolls them on a waxed paper on the cabinet." The mother may suggest, "Maybe Mrs. Jones's way is better, we will try it and find out."

A real problem with many children is to understand why the parents of some of their playmates permit action that they have been taught is wrong. When this is questioned, it can be explained that possibly they did not read and study to know what was best for little children, or else they did not take the time to teach their child; and now since she has been acting that way for so long it is hard for her to change. "Are you not glad father and mother helped you? We will try to help your friend."

If the child knows that his parents read and study to know what is best for children in ways of acting as well as in choice of food, he has more confidence in their decisions and understands better the reason for discipline. The understanding that some have not had the chance to learn will give children a more tolerant feeling toward the child who is dirty or badly behaved without affecting their own standards.

18. *Tidiness.*—Adult standards of tidiness should not be expected of the child. There is usually too much emphasis placed upon the child keeping clean. Sanitation is necessary but immaculate appearance to contribute to the parents' pride is unreasonable selfishness or a lack of the understanding of the child's need of freedom to carry on interesting activities. No child is to be pitied more than the one who watches a group of children at play but cannot join them because of the danger of soiling his clothing. Sunshine, fresh air, and activity contribute more to health even in less ideal conditions, than confinement in a disinfected room.

The child should be encouraged to have enough pride in doing things efficiently and consideration for saving unnecessary labor to not needlessly soil his clothing. The child should also put his clothes and other material away. There must first be provided a convenient place for keeping his things, and then if they are left about unreasonably, the justice of some rule of fines—just as people are fined for leaving automobiles in places where they will be in the way—will be understood.

One child brought his toys to the porch when he wanted to do something else. It was appreciated that this was better than leaving them in the yard or on the public sidewalk, and so the lenient rule was made of a one cent fine whenever there were more than two things on the porch. The mother added, "I think I will collect a lot of money." The child laughingly replied, "No, you will not," and no fines were ever due. If the chid is too young to have an allowance and to understand fines, the toy left out may be put away for a time.

To the child who left his sleepers where he stepped out of them it was explained, "We leave things down if we intend to use them again right away and so the next time you leave your sleepers down you will need to use them right away and go to bed again." When this happened, the child took a clock and timed himself for the ten minutes he had to stay in bed and this problem was solved; although sending the child to bed as an ordinary punishment might cause a dislike of nap time.

The child can also understand the rule that there can be no more toys when so many are left in the way. A record may be kept with a new box of crayola, a new color mark for each day things are all put away until the colors are all won.

If the child understands the reason for sanitation, is kept sanitary, is allowed to enjoy his bath, and is required to wash before meals there will not be much danger of carelessness. A natural desire develops during adolescence to make a pleasing ap-

pearance and this is more often carried to extreme, than not enough attention paid to it.

19. *Will-power.*—The suggestion was made several times to a mother when her child was about five years old and very obedient, that he was too good and would be imposed upon when he went to school, and also that he might be lacking in will-power. But the mother knew that she had encouraged the child to make his own decisions and she felt that trying to do the right thing did not so much suggest lack of will-power as strength in giving up the way he might prefer. Any child would surely have enough will-power to want to have his own way! She wondered if it might be that will-power became conspicuously noticeable only when the child was determined to do something contrary to the adult's wishes.

Later it was observed in this child's school life that when he did not understand the demands placed upon him or when they seemed unfair to him, his strength of will was very noticeable.

It is often said of disobedient children and reckless youth that they have too much will-power to be willing to obey or to take advice, when the cause really is that they lack self-control, right ideals, and habits.

20. *Wholesome relationship with playmates.*—When a child has company, he should wish to find play material for them and understand that since his toys are new to the other children they will naturally want to see them and find out what can be done with them. Even the smallest child should

not continuously want something when another child has it, although that naturally makes it more attractive.

Expecting a child under six to realize much of the different standards in play when he has a guest or when he is the guest of another child only complicates his problems with adult standards. A five-year-old child while playing in another child's home was heard to demand numerous times. "You have got to let me have that because I am company." To be kind and to share are sufficient for the little child in any situation.

Children taught to be considerate and fair in their play should be left to make many of their own adjustments, but children who continuously fuss should be separated. Children need their own yards so that they will not be with other children all the time. Certain hours for play with other children, for play alone, and for naps should be established.

A child from two to four years of age should have some opportunity to be with other children his own age but he will not feel a real need for playmates until he is about four years of age.

Since young children are influenced by adult approval more than by other children's standards, no child should be deprived of playmates merely because there are none that meet required standards. An enclosed yard with interesting play material provides opportunity to control any situation. Wrong action or language will not often be repeated when the child learns that it means banishment from the playground, and no parent can object to

having their child sent home under such conditions. There is always the very simple solution of providing other places for their child to play. However, young children unruly in other situations will soon adjust themselves when they find it is necessary. A four-year-old child who was rebellious toward any authority in his own home was heard to chant in his play at another child's home, "You have to be a good boy at this house. You have to be a good boy at this house."

Often children hit and tease merely because of lack of constructive occupations. They do not know any other way to play. There may, however, come a time when the child really needs to fight but it should not come to children under six years of age when they are still under close adult supervision. If Betty comes to play with Jane and Jane is cross, Betty is sent home because Jane does not deserve a playmate, or the toy in the disagreement is put away.

The rule that gives the child a right to fight if another hits first is apt to be abused. Most fusses start from trivial things that are often unintentional, but each child keeps adding a little until, when it finally comes to blows, it would be difficult to say who hit first.

The only sure way of helping the child to be able later to discriminate in his choice of friends is to help him to build admiration for the qualities that he should desire in friends. During early childhood it is not necessary nor helpful for the child to show a definite preference in playmates. While he is

under the close supervision of parents and teachers, his greatest need for association with children is to provide a happy and stimulating atmosphere for activity. Fairness and consideration to all without special partiality shown is of great value in the child's first relationship with other children.

As long as any playmate is not vicious (and few young children are) more harm than good would be done by allowing a child to know that he is never allowed to play with certain children. However, it is possible to help a child to have needed influences from certain playmates and to protect him from others to some extent without him realizing the purpose. A child can also be helped, without encouraging a feeling of superiority, to understand that if he stays with another child who is injuring property or doing other objectionable things he may also be held responsible for any damage done.

Any child should be protected from forming an attachment to one friend that excludes all others. Such attachments often shift abruptly from one friend to another and hinder the development of loyalty and emotional control.

Assignment and Discussion

Continue observations and analysis suggested with chapter x.

Discuss the impossibility of developing one character need alone. For instance, in what way may every other need discussed in chapters x and xi influence the child in truthfulness?

CHAPTER XII

AGENCIES THAT HELP THE HOME

INSPIRATIONAL READING FOR DEVOTIONAL—

Make a joyful noise unto Jehovah, all ye lands.
Serve Jehovah with gladness:
Come before his presence with singing.
Know ye that Jehovah, he is God:
It is he that hath made us, and we are his:
We are his people, and the sheep of his pasture.
Enter into his gates with thanksgiving,
And into his courts with praise:
Give thanks unto him, and bless his name.
For Jehovah is good; his lovingkindness endureth forever,
And his faithfulness unto all generations.

—Psalm 100.

And to love him with all the heart, and with all the understanding, and with all the soul, and with all the strength, and to love his neighbor as himself, is much more than all whole burnt-offerings and sacrifices.—Mark 12:33.

While our understanding of the value of sacrifice has developed beyond the abuse of the body, is it not true that we still cling to the need of penalizing the spirit? However, the test of the value of any act should not be its effect upon the individual but the value it is to mankind and be altruistic rather than self-centered in motive. Thus sacrifice should suggest joy rather than pain for in the highest type

of service self is forgotten and the attention is on the needs and joys of others; and the extent to which this ability to feel enjoyment in service is developed will measure the only unperishable happiness the individual can receive from life.

Too often there is a feeling of unpleasantness in connection with religion. If instead of the self-centeredness with which life is started there were all the development in thinking of others of which every individual is capable there would be no chastisement of the spirit compelled merely from a sense of duty.

Sometimes those serving only because of a recognition of duty need also to recognize that they may expect unnecessary penalization from others when they demand from them the same type of duty performed. Is it not better for all to be free to choose their service according to their capacities in order that they may give the greatest service in the best spirit?

A PRAYER—

O God, bless the teachers of the young.
Endow them with thy grace, that they may
Be what they should teach. Make them firm
As law and gentle as love. Give them
Shining faces and singing lips.
Stir them every morning with the wonder
Of their task. In his name, Amen.

"It is the home and home people that educate the children for character and there is not the slightest

use in scoring the schools and the churches when the homes shirk their job.''[1]

Home influences are great because of the close relationships of the members of the family that affect the emotions and feelings of the child. There is also more freedom in the child's play activities which are not so controlled by adult instruction and supervision as in organized schools, and the child's character is more greatly affected in conduct when he is free to make his own decisions.

However, in an age of specialization and crowded living conditions there are more phases of the child's development for which the home cannot care adequately. But a danger naturally arises when various agencies undertake only one phase of development. Consideration of all the child's needs all of the time and the necessity of the co-operation of all such agencies with each other and with the home is very essential.

THE PUBLIC SCHOOL—

The public school which assumes the responsibility of assisting the child's mental development is the greatest influence outside of the home, as the child is spending the greatest amount of his time there after he is of school age. The general acceptance of the kindergarten has lowered the school age and the introduction of the nursery school may affect it still further.

The kindergarten and nursery school organizations plan in a definite way to provide for the child's whole development through more informal

[1] *Problems of Childhood,* by Patri.

procedure where activities more natural to the child and more closely associated with experiences outside of school life are followed. Definite attention is given also in all these activities to development of habits and ideals.

THE NURSERY SCHOOL MOVEMENT—

The purpose of the nursery school is not to take the child out of the home for his early education but to help the home through practical demonstration in how to proceed with the child's development, and to provide a childlike rather than an adult environment for the child. Emphasis is always placed upon the training of parents even in the schools that care for the child all day while the mothers are employed. A nursery school specialist is trained to teach parents as well as the little child, and the requirements and preparation for this teaching are greater than for the teaching of older children.

Most of the work is connected with universities for research purpose but many cities have co-operative schools. In this type a group of parents finance the school and in most cases share in the care of the children under the supervision of a trained nursery school worker as part of their own training. These groups usually meet for one-half day sessions.

In one city there is a nursery school in session for one-half day in a public school building and during the other part of the day there are several groups meeting once a week in churches. This work is supervised by a graduate nursery school worker assisted by trained kindergarten and church school teachers.

In the groups meeting once a week the mothers stay for classes during the two hours the children are in the school and other mothers beside those having children in the school attend the parents' classes.

The enrollment of children is limited to twenty in the once a week groups and the usual nursery school regulation of fifteen for the group meeting each day.

Training the Toddler, by Cleveland, gives Part I an interesting description of the nursery school in connection with the Merrill-Palmer Motherhood and Home Training School, and Part VI gives a report of the value to the child of nursery school experience.

Pre-School Education, by Forrest, chapters viii and ix give the origin of the nursery school and a survey of the work being done.

THE CHURCH—

Although the church has the child only for very short periods it exerts a great influence because of the ideals and associations the child connects with the church.

In the modern church recognition is given to the difference in the child's religious needs during the different periods of childhood and provision is made for the child to have religious experience and material suited to his capacity rather than being given material foreign to his interests and needs and compelled to be merely an observer of other persons' experience. The plan of presenting religious ideas through the child's everyday experiences and interests may seem new but it is really as old as the

teachings of Jesus who used this very simple and direct method of teaching. His many illustrations as of the shepherd's care were not used because of their poetic beauty but because of the experience and understanding of the people he taught.

The influence of the church on the child is even greater through indirect ways; that is, through the building up of Christian ideals in the community, and through providing the incentive for child welfare and educational work and often giving the first promotion to such programs.

The church also helps through building higher ideals in the older members of the family and thus improving home conditions for the child.

CO-OPERATION WITH THE HOME—

The home should be recognized by all these agencies as the greatest influence in the child's life, and in all contact with the child there should be an attempt to increase his respect for home authority and loyalty to his family. This is sometimes difficult for the trained teacher who knows the child's needs so much better than parents who have not studied their problems.

The home must also build up a respect for the ability and the authority of any who are helping a child's development. If a complaint is made by a child that a teacher is cross, the child will be helped to see the teacher's viewpoint by some explanation as: "Teaching is the teacher's work. Just as father works so that he can buy things for us, the teacher must work to have money for her food and clothes. It is her business to have the children learn their

lessons and if she did not do it well she would not be allowed to teach. When children help by doing their part, she will not need to be cross. Your mother might get cross too if she had forty children that neglected things they should do. She might be like the old woman who lived in a shoe."

Parents can help also by keeping informed on new methods of instruction and thus be able to talk intelligently with the child about what he is learning and to give the individual help that is needed. Often the child may be given a chance to use new knowledge in home activities, or concrete objects or situations in the home may be used to illustrate a problem.

Care must be taken not to make the child dependent upon the parent nor to expect the child to spend much time in additional school work at home. It should be recognized that the child has spent a working day in school as great in comparison to his strength as the adult's hours in business are to him.

The little child should be prepared for independence and to anticipate pleasure in school experience. An only child, naturally of a timid disposition, on his first day in kindergarten told his mother, "No, I don't want you to come for me. O I don't care if Daddy comes but I don't want you to." This attitude did not just happen, but he had been encouraged to feel pride in his ability to take care of himself, and probably from observation he had decided that it was not as baby-like to depend on his father as his mother.

One of the most effective ways for any organization to co-operate with the home is for it to provide opportunity for parents to secure adequate help in their problems. Specialists in child study to consult with parents and a library for a study should be provided.

Many schools and churches are already doing this and many colleges are offering courses to help prepare young people for parenthood. Young people assimilate as much of this type of material as they do of many other subjects but there will need to be a continuation of the study when actual parenthood is experienced.

Assignment and Discussion

Why is the influence of the family the greatest in the child's life?

At what age does the effect on the child of outside influence increase?

What is the difference between the day nursery and the more recent nursery school?

If possible visit a day nursery and nursery school; also church school classes for young children, a church nursery, a kindergarten, and the Primary grades of a public school. Report the following observations:

Did the children seem to be contented and happy?

Was there fresh air, sufficient space, and opportunity for activity?

Was the procedure within the ability of the children and would it contribute toward wholesome development?

List some of the mental or religious needs of the child that were met.

Discuss the probable value of the following teaching project on obedience in a church school:

An investigation was made first with a group of four- and five-year-old children as to why they obeyed their parents. Most of the reasons given were the same, "They will whip me if I don't." A few answered, "Because Mother loves me." There had been previously a definite attempt to build up an understanding of the parent's love and care and this may have influenced the latter answer.

Play activities about policemen were arranged for the children and a story of the policeman's work was told. It was then suggested, "When people work or do things together, there must be a leader to help them to decide what is best for all and so when many people use the same streets there must be a leader. The policeman studies plans that will be best and safest for people on the streets and so everyone does as he directs."

At following sessions stories and activities of God leading the people to their new home guided by the cloud and light and the gift of manna were used to suggest the need of obedience of all to God. Games of working together and following the leader were also used. Then the question was asked, "Who knows what is best for us in our homes and who is the best leader there?" The answer given was, "Mother and Father." Then activities of the home were played and any action especially helpful was commended.

SUGGESTIONS FOR FURTHER STUDY

Outline studies on special topics will be found helpful. Discussions may be led by the member of the group who is best prepared on that topic, or by a specialist in that subject. The following is an example of an outline:

Music for Children

RHYTHM—

Value.—Soothing effect through repetition, and joy and inspiration in pleasing sounds.

Types.—Swinging, rocking, poetry and rhymes, and music.

Requirements of music for children:

SIMPLE MELODY AS IN OLD FOLK SONGS—

Need of happy or soothing effect rather than exciting effect as in the unevenness and disturbed accents and harsh sounds in jazz.

The child should not hear a great variety of music but the same carefully selected pieces repeated.

THE CHILD'S RESPONSE TO RHYTHM IN MUSIC—

Before a child can carry a tune response can be given through motions of the body; as, skipping, stepping, and clapping the hands. Response can be given with sound; as, bells to jingle, blocks to clap, and sticks to sway or strike together for accent. Also musical toys may be used alone or with music to express a feeling of rhythm or unison of sounds.

REQUIREMENTS OF SONGS FOR CHILDREN*—

The first songs should be based on the tonic cord rather than the scale and the melody should be very simple.

The first songs should be only a phrase or two in length.

The words should convey a thought within the child's experience and interest, and be expressed in a direct way that the child can understand.

The limited range and naturally high pitch of the child's voice require that all notes should be within the staff.

Songs for little children should start high.

Loud singing is injurious to the child's voice.

SUGGESTIONS FOR DEVELOPING THE LESS MUSICAL CHILD—

Many of our children cannot sing because they have not learned to listen properly. Cases of *absolute* monotone are indeed few. With these children who have not learned to listen consciously, the most successful results can be accomplished by individual help.

At first it may be well to use calls or phrases chanted on one tone, then those that involve octaves, starting on a high pitch. Gradually the smaller intervals may be introduced. Some of the children will sing only high tones, other will sing only low tones. The teacher, in giving the examples for imitation, will have to adjust the pitch to the individ-

*From "Ways of Rectifying Monotone Singing," copied from the course of study of Kansas City, Missouri, public school system.

ual. Often it is possible to get results only by taking the child's tone and working up or down from pitch. There are several devices for developing less music children. Some are given below:

1. Game of train and boat:
   The choo-choo (pitch) must be matched for a ride on the train.
   The too-too (pitch) must be matched for a boat ride.
2. Various calls using names, bird calls, hucksters' cries, echoing, calling "all aboard" and others. Examples:
   Teacher sings, "Jim-mie," pupil sings, "I'm here."
   Teacher sings, "Cuck-oo," pupil sings, "Cuck-oo."
   Teacher sings, "Bob-white," pupil sings, "Bob-white."
   Teacher sings, "Straw-berries," pupil sings, "Straw-berries."
   Teacher sings, "Ding-dong," pupil sings, "Ding-dong."
   Teacher sings, "Cock-a-doodle-doo," pupil sings, "Cock-a-doodle-doo."
3. After matching one tone in the calls mentioned above, the children may imitate two tones in octave, then smaller intervals.
   a) How-do-you-do? (do-mi-so-do)
   Quite-well-I thank you. (do do mi-so-do)
   b) At Thanksgiving time, the children may be told to think of some one who helps them and

whom they would like to thank. Have them finish the teacher's song:

Teacher—Thank you (so do)
Child—mother (do so)
Teacher—Thank you (so do)
Child—father (do so)
Teacher—Thank you (so do)
Child—farmer (do so)
Teacher—Thank you (so do)
Child—sister (do so)
Teacher—Thank you (so do)
Child—brother (do so)

4. Bird Calls that may be used—To be sung or whistled. Keep all of these calls within the range of the child's voice—never lower than first line E.
   a) The Quail sings: Bob White! Bob White!
   so do so do
   b) The Cuckoo: Cuck oo, Cuck oo
   mi do mi do
   or
   so mi so mi
   c) Tufted Titmouse: Here, here, here
   so mi so mi so mi
   d) Caroline Wren: Sweet heart, Sweet heart
   mi so mi so
   e) Meadow Lark: Spring is here, Spring is here.
   so so so mi so so so mi
   f) Redbird: What cheer? What, what, what?
   do do so do do do
5. *Suggestions for rote songs: Progressive Music Series,* Book I:

a) Cherries are Ripe.—Monotones select one tree, the remainder of the group another—sometimes we have four trees with some of the monotones representing robins in one tree and some of the better singers representing robins in the other; the remaining monotones represent boys and girls in the fourth tree. The better robins sing "Cherries are ripe" and monotones answer from their tree "cherries are ripe." The better singers sing in same way, and are answered by monotone group. The remainder of the song is sung by the canaries.

b) Bubbles.—Monotones sing "Someone's blowing bubbles there." Toss the bubbles off an imaginary bubble pipe with an upward swing as we sing. (The movement helps lift the tone.)

SONG BOOKS FOR CHILDREN—

Childland in Sunday School, Jones and Barbour.

Songs to Sing, Shaw.

Songs for a Little Child, Baker.

Singing as We Go, Jean and Gartlan.

Progressive Music Series, Book I, published by Silver Burdell & Co.

Songs for Little People, and Song and Play, Danielson and Conant.

Worship and Conduct Songs, Shields.

Music appreciation.—See *Music Appreciation for Every Child,* Primary Manual by Glenn and De

Forrest, published by Silver, Burdett and Co. Helping the child to listen intelligently to music. Interpreting moods in music.

PARTICIPATION IN PRODUCING MUSIC—

Preparation in musical experience before instruction. The average child may begin definite study about the seventh year. Melodies that the child can appreciate as well as technical work should be given from the first.

Need of the first study being under the supervision of a competent instructor who understands the needs of a little child as well as the technicalities of her profession.

ENCOURAGING CHILDREN IN CREATIVE ART—

The child should be encouraged from the first to express his own thoughts in both vocal and instrumental music.

Additional outlines may be found in *Guidance Materials for Study Groups,* by Meek, published by American Association of University Women, 1634 I St., N. W., Washington, D. C. Also *Habit Training for Children* is a booklet containing outlines for nine subjects, published by National Committee for Mental Hygiene, 370 Seventh St., New York City, for ten cents.

THE FOLLOWING MAGAZINES ARE HELPFUL IN PREPARATION OF OUTLINES AND PROGRAMS:

First Steps in Christian Nurture, Methodist Book Concern.

Child Welfare Magazine, 5517 Germantown Ave., Philadelphia, Penn.

Children, a Magazine for Parents, 353 Fourth Avenue, New York.

Brief, National Child Welfare Association, 70 Fifth Avenue, N. Y.

BOOK REVIEWS—

Some sessions may be profitably spent on reports from books. This will not only save the time of parents in reading but the books will have much more value to the readers making the reports. The following books will be found interesting and helpful:

*Training Children in the Christian Family, by Weigle.

Parenthood and the Newer Psychology, by Richardson.

The New Psychology and the Parent, by Miller.

Wholesome Childhood, by Groves and Groves.

*Parents and Their Children, by Moxcey.

The Health of the Run-a-bout Child, by Lucas.

Problems of Childhood, by Patri.

Your Nervous Child, by Wexberg.

The Nervous Child, by Cameron.

Every Day Problems of Every Day Children, by Thom.

The Mental Health of the Child, by Thom.

*Mothers and Their Children, by Fisher.

Early Childhood Education, by Pickett and Boren.

The Unseen Side of a Child's Life, by Harrison.

The Dawn of Religion in the Mind of the Child, by Mumford.

Child Study and Child Training, by Forbush.

*Those starred are written for use as textbooks in church schools.

*A Study of Babyhood, by Haviland.

Training the Toddler, by Cleveland.

*Parenthood and Child Nurture, by Baker.

*Kindergarten Method in the Church School, by Baker.

*Mother's Problems, by Clark.

The Teaching of Ideals, by Charters.

*Parenthood and the Character Training of Children, by Galloway.

Psychological Care of Infant and Child, by Watson.

Programs for Book Study

A COURSE IN PSYCHOLOGY—

The following books are suggested for texts in the study of psychology:

Child Psychology, by Norsworthy and Whitley.

Psychology for Students of Education, by Gates.

Psychology of the Kindergarten and Primary Child, by Pechstein and Jenkins.

The Child: His Nature and His Needs, edited by O'Shea (a comprehensive book published by The Children's Foundation, for one dollar).

STORY-TELLING IN THE HOME—

This subject presents practical illustrations of the child's interests and development and may be used as an introductory study to child psychology. *The Art of the Story Teller,* by Shedlock, may be used as a textbook. *How to Tell Stories to Children,* by Bryant, and *Religious Education Through Story Telling,* by Cather, will also be found helpful. *The Here and*

Now Story Book, by Mitchell, presents the special needs in stories for the youngest child. *A Guide to Literature for Character Training,* by Starbuck and Shuttleworth, gives classified lists of stories for school age children.

RELIGIOUS MATERIAL FOR CHILDREN—

Analysis and evaluation of material used in church schools and of that published for use in the home will be helpful. If there is no one who has made a special study of all such material, the group may be divided into sections to make specific study and to report on assigned material. Some of the church school teachers may be able to help by presenting the immediate aims and needs of their age group and explaining the work being done in the church school.

FAMILY RELATIONSHIPS AND ADOLESCENCE PROBLEMS—

After study of specific problems the interest of many parents will extend to more general subjects, and a study of the history of family life and its development will be helpful. *The Christian Family,* by Darsie may be used as text.

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